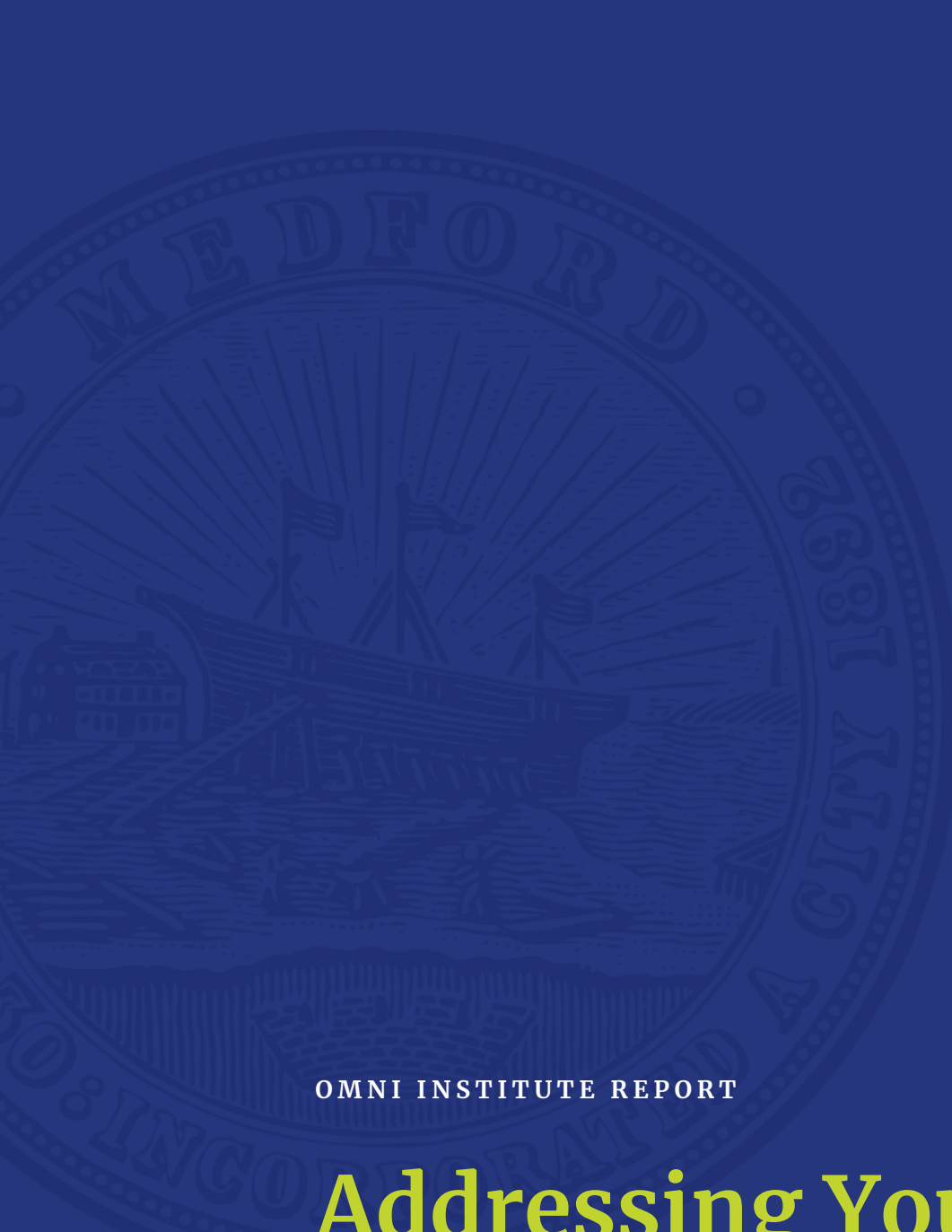


The background of the page features a large, faint, circular seal of the City of Medford, Massachusetts. The seal depicts a ship on the water with a lighthouse in the background. The text "MEDFORD" is at the top, "A CITY 1892" is on the right, and "INCORPORATED 1892" is at the bottom.

OMNI INSTITUTE REPORT

# Addressing Youth & Young Adult Problem Gambling in Medford, MA

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2026-29 Strategic Plan



# Addressing Youth & Young Adult Problem Gambling in Medford, MA

## 2026-29 Strategic Plan

### Submitted to:

Medford Health Department  
Office of Prevention & Outreach

### For More Information

[projects@omni.org](mailto:projects@omni.org)

### Acknowledgements

Omni Institute wants to thank the Massachusetts Gaming Commission, members of the strategic planning advisory group, and participants of the listening sessions for their important contributions to the creation of this report.

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# Addressing Problem Gambling Among Youth & Young Adults in Medford



## Theory of Change

*This is a visual map to show the pathway from actions to impact, illustrating how we hope to address and prevent problem gambling among young people in Medford and what we hope to achieve.*

## ►► The Problem

Young people in Medford are being affected by problem gambling in ways that can harm their finances and relationships. These challenges can grow when people don't have trusted adults or peers to lean on, or when support systems feel hard to find or navigate. Gaps in culturally responsive programs, helpful resources, and clear information about gambling risks also make it harder for young adults to get the support they need.

### 1 What We Believe

- Young people are experts in their own experiences and must help shape solutions.
- Communities, families, and trusted adults are essential supports.
- All communities deserve culturally responsive, affirming environments that support healthy decision-making.
- Systems must collaborate, including schools, behavioral health providers, community organizations, recovery programs, and public health agencies.
- Gambling carries inherent risks, but not everyone who gambles will develop a gambling problem. A harm reduction approach recognizes this reality and focuses on practical, achievable strategies that help young people make informed, safer decisions related to their gambling behavior.
- Policy, awareness, and resource access must work together to reduce problem gambling drivers.

### 2 Our Guiding Values

- Connection and a sense of community
- Harm reduction
- Lived experience of young people and those affected by problem gambling
- Equity and justice
- Truth and transparency
- Accountability
- Meeting people where they're at
- Strengths-based approaches
- Education, knowledge-sharing & awareness

### 3 Strengths & Resources

- Lived experience of those harmed by gambling and substance use
- Public health expertise
- Data that informs decision-making
- Investment from community-based organizations, schools, and youth-serving systems
- Partners across the continuum of prevention, treatment, and recovery
- Health department leadership to support oversight and facilitate funding access
- Strong community presence and involvement
- Access to media and communication channels
- Culturally responsive partners

## 4 Our Vision

Young people in Medford are connected, valued, and supported in making healthy, informed choices about gambling. Through access to knowledge, financial literacy skills, and a strong sense of agency, they are empowered to understand risks and make decisions that support their wellbeing. Families, trusted adults, schools, community partners, and people with lived experience work collaboratively to reduce harm and provide guidance and support. Together, our community fosters culturally responsive, coordinated systems that uplift wellbeing and help all young adults thrive.

## 4 How We Deliver

This plan focuses on three connected areas: building awareness about problem gambling, strengthening support from peers and trusted adults, and improving community and systems coordination to help make these efforts lasting and effective.



### Increase Education & Awareness

- Resource Guides
- Media Campaigns
- School-Based Education Programs
- Problem Gambling Screenings



### Build Supportive Environments & Relationships

- Parent Education
- Peer Recovery Support
- Trainings for Trusted Adults
- Peer Education Initiatives



### Strengthen Community & Systems Collaboration

- Coalition Development
- Training and Certification for Providers
- Enhance Data Collection Efforts
- Local and Organizational Policy Improvements

# ▶▶ What We Hope to See:



## Individual Changes

- Increased perceptions of risk
- Awareness and reduction of risky gambling behaviors
- Healthier financial habits
- Increased access to resources and supports

## Interpersonal Changes

- Trusted adults who are equipped to address problem gambling among young people
- Healthy relationships with peers and loved ones
- Families who support healthy, gambling-free decisions and environments



## Community & Systems Changes

- Coordinated community supports
- Culturally responsive programs and events for youth and young adults
- Increased community readiness to address problem gambling

## ► Overview

In October 2025, the City of Medford's Office of Prevention & Outreach contracted with Omni Institute (Omni), a nonprofit social science consultancy, to develop a three-year Strategic Plan for Youth and Young Adult Problem Gambling Prevention that incorporated input from key community partners as well as local youth and young adults. The City of Medford received funds from the Massachusetts Gaming Commission Community Mitigation Fund in 2025 to support this planning process, in addition to a comprehensive Needs Assessment completed by Omni earlier in the year.

## Needs Assessment Highlights

This strategic planning process incorporated the findings from the 2025 Needs Assessment to ensure the resulting plan reflected and aligned with the experiences of young adults in Medford. The full report can be found [here](#), and key data that guided this strategic planning process are outlined below.

A total of 195 valid surveys were collected from young adults in Medford in the spring of 2025, with nearly equal representation from 18–20-year-olds and 21–24-year-olds. Approximately half of the respondents identified as men, 42% as women, and 6% as nonbinary/genderqueer. When considering race, 74% identified as at least one race or ethnicity other than White. When asked about sexual orientation, 47% identified as LGBTQ+ (i.e., lesbian, gay, bisexual, questioning, queer, or pansexual). In addition to the survey, eight Key Informant Interviews were completed with young people and trusted adults.

### Strengths

While Needs Assessments often focus on exploring the prevalence and perceptions of certain health concerns or gaps in resources, there are also inherent strengths found in the data.

- **Growing Awareness:** Young people in Medford are increasingly aware of gambling behaviors among their peers and the potential negative impact on finances, relationships, time, and emotional well-being.
- **Strong Community Foundation:** Medford has a strong network of community organizations, school staff, and providers, many of whom have worked in behavioral health for decades. Their expertise spans the continuum of prevention, treatment, and recovery, and they have built a solid foundation to build on when addressing problem gambling among young people.

### Needs & Opportunities

Young adults in Medford are affected by problem gambling in ways that harm their finances and relationships. These challenges can worsen when people lack trusted adults or peers to lean on, or when support systems feel hard to find or navigate. Gaps in culturally responsive programs, helpful resources, and clear information about gambling risks also make it harder for young adults to access the support they need. Targeted education, peer-led initiatives, increased awareness of support services, education on responsible gambling strategies, and stricter enforcement of policies can help address these challenges.

- **High Prevalence of Gambling Behavior:** Gambling is becoming more prevalent among young adults.
- **Underage Gambling:** Despite legal restrictions, underage gambling is occurring in Medford, facilitated by loopholes and informal methods. Starting at an early age increases the risk of developing problem gambling behaviors later in life.
- **Early exposure and normalization:** Many young adults who gamble said they started in high school, often influenced by family and friends who normalize gambling through activities such as sports betting, poker games, and gifting lottery tickets. This early exposure shapes their perceptions and behaviors.
- **Ease of Access:** Gambling opportunities are widely accessible, both in person and online. Young adults use methods such as VPNs, fake IDs, or asking others to place bets to bypass age restrictions. Nearby casinos and online platforms further facilitate gambling.
- **Social Influence:** Gambling is often seen as a social activity, with peer pressure and group dynamics encouraging participation. It is used to connect with friends, build community, and show off winnings, which may increase gambling frequency and risk-taking in search of greater "social capital."
- **Low Awareness of Problem and Support:** Many young adults are unaware of problem gambling resources, such as the Massachusetts Problem Gambling Helpline. They often do not recognize gambling as inherently risky and lack knowledge of responsible gambling practices.
- **Financial and Emotional Impacts:** Gambling negatively affects finances, with many young adults reporting that they chase losses, borrow money, or experience financial stress as a result of their gambling. Emotional impacts include preoccupation with gambling and using it as an escape from personal problems.
- **Limited Prevention and Education:** There is a clear need for education on gambling risks and responsible practices. Parents and community members often unintentionally normalize gambling, exacerbating the issue.
- **Intersection with Substance Use:** Gambling environments often overlap with opportunities for substance use, such as alcohol consumption, which can increase risky behavior and irresponsible gambling.





## ► Planning Process

This strategic planning process took place from October 2025 to April 2026. An advisory group of key community partners was formed to participate in the planning process and provide insight and input into the development of this strategic plan. The group met twice in person in Medford and twice online via Zoom, and they provided feedback on documents created between meetings. To help guide the development of this plan, a Theory of Change was developed with the advisory group, which is a visual map that illustrates the logical pathway from actions to impact, showing how each step leads to the next and why the change is expected to occur. A full version of the Theory of Change is included above, and a one-page graphic version can be found in Appendix A.

To support successful implementation of this strategic plan and ensure it reflects the experiences and preferences of people in Medford, Omni also facilitated community listening sessions with young adults, youth-serving trusted adults, and parents and caregivers.

## Members of the advisory group included:

### City of Medford

MaryAnn O'Connor, Health Director  
Catherine Dhingra, Outreach & Prevention Manager  
Matisse Monty, Prevention & Wellness Coordinator  
Jason Stone, Social Services Coordinator  
Chris Summa, Recovery Coach  
Frances Nwajei, Director of Diversity, Equity, and Inclusion

### Medford Public Schools

Stacey Schulman, Ed.D., LMHC Director of School Counseling & Behavioral Health  
Rob Oleary, Director of Athletics and Community Schools  
Rachel Perry, Director of Physical Education & Health Education, Assistant Athletic Director, & Pool Director

### Tufts University

Tom Adams, Director of Health Promotion

### The Bridge Recovery Center

Jessica Lanneville, Director  
Tim Perry, MA Problem Gambling Specialist, Recovery Coach

### Greater Malden Asian American Community Coalition

Mina Kim, Director



# Timeline

## October 2025

### *Omni facilitated meeting in Medford with advisory group*

- Omni convened community partners to initiate planning process
- Advisory group reviewed and reflected on Needs Assessment findings
- Omni aligned advisory group around shared purpose to address problem gambling

## November 2025

### *Omni facilitated meeting in Medford with advisory group*

- Advisory group developed a vision for the strategic plan
- Advisory group identified goals to guide the strategic plan and prioritized strategies
- Omni drafted a Theory of Change to guide the efforts of the strategic plan

## January 2026

### *Omni facilitated virtual meeting on zoom with advisory group*

- Omni developed a plan and discussion guides for community listening sessions
- Omni gathered feedback from advisory group on discussion guides
- Omni planned for recruitment of listening sessions

## February – March 2026

- Advisory group members promoted listening sessions among their networks
- Omni facilitated listening sessions
- Omni analyzed findings and identified themes to guide implementation planning

## April 2026

### *Virtual meeting on zoom with advisory group*

- Advisory group reflected on and discussed listening session findings
- Advisory group reviewed final strategic plan and Theory of Change
- Advisory group identified next steps to operationalize strategic plan

## Listening Sessions

Omni held four virtual listening sessions in February 2026 to gain community input on the proposed strategies in this plan. These one-hour sessions included young adults in the community, young adults in college, parents and caregivers, and youth-serving trusted adults. Eleven people participated and shared their perspectives on the best way to reach young adults and caregivers, providing insights to support the successful rollout of this strategic plan. Participants of listening sessions were provided with a \$50 gift card as a thank you for their time.

Overall, the groups shared a basic understanding of gambling, such as what it is and some potential impacts, along with a vague understanding of community resources. All groups acknowledged that gambling could be problematic but felt that the overall community response was limited due to a lack of local capacity and resources. Participants preferred easy access to information, such as integrating problem gambling education into existing courses or meetings, and making resources available in accessible locations, including libraries, parks, colleges, and online spaces. All groups agreed that there must be a “hook” that brings people in and gets them to engage with programs – this could include sharing Medford-specific statistics on problem gambling, highlighting personal stories, or offering incentives at in-person events, such as activities, childcare, food, or gift cards. Due to limited time, not all implementation strategies were explored during the listening sessions, but the ideas discussed by the groups are reflected throughout this document where relevant.



## ► Vision & Values

The following vision and values were developed by the strategic planning advisory group and are rooted in their experiences and aspirations for young people in Medford.

Young adults in Medford are connected, valued, and supported in making healthy, informed choices about gambling. Through access to knowledge, financial literacy skills, and a strong sense of agency, they are empowered to understand risks and make decisions that support their wellbeing. Families, trusted adults, schools, community partners, and people with lived experience work collaboratively to reduce harm and provide guidance and support. Together, the community fosters culturally responsive, coordinated systems that uplift wellbeing and help all young adults thrive.



### The values guiding this vision and strategic plan are:



**Connection and a sense of community**



**Harm reduction**



**Lived experience of young people and those affected by problem gambling**



**Equity and justice**



**Truth and transparency**



**Accountability**



**Meeting people where they're at**



**Strengths-based approaches**



**Education, knowledge-sharing & awareness**

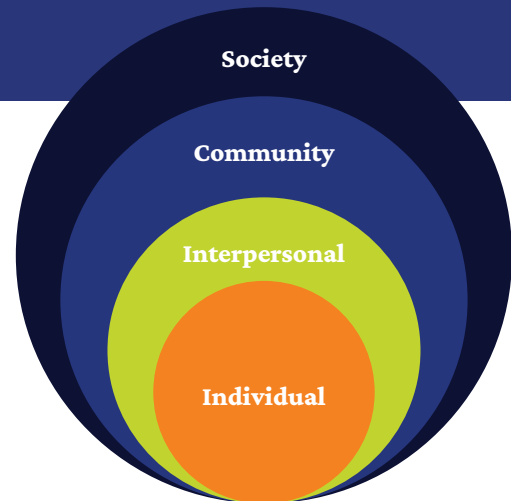
# ► Goals & Outcomes

As the advisory group began exploring the goals and desired outcomes for this work, outcomes naturally aligned with and were organized based on the Socioecological Model. The model illustrates the interwoven relationship between individuals' experiences and the environment in which they live, with the underlying suggestion that interventions applied across all four levels are the most effective means of achieving behavior change.

**Individual Level:** knowledge, skills, and attitudes

**Interpersonal Level:** strength and health of relationships with family, friends, and peers

**Community & Societal Level:** conditions that support individuals' health and their relationships (e.g., school, work), and the presence of local policies and systems that reinforce and promote healthy behaviors



## Goal 1: Prevent Risky Gambling Behaviors Among Young People (Individual)

Reduce gambling behaviors among youth and young adults by increasing knowledge of gambling risks, promoting healthy financial habits, and raising awareness of prevention and support resources.

### Desired Outcomes:

- Increased understanding of the risks associated with gambling
- Self-awareness of and reduced engagement in risky gambling behaviors
- Improved financial habits and reduced financial harms
- Awareness of resources and supports
- Increased help-seeking when in need of support

## Goal 2: Strengthen Relationships and Support Systems (Interpersonal)

Increase protective factors among youth and young adults by strengthening the skills and capacity of families, trusted adults, and peers to prevent and respond to problem gambling.

### Desired Outcomes:

- Trusted adults who are equipped with knowledge and skills to prevent and address problem gambling among young people
- Healthy relationships with peers and loved ones
- Youth and young adults who are equipped with the knowledge and skills to support their friends
- Parents and families who actively encourage healthy choices and maintain spaces that are safe and free from gambling.

## Goal 3: Build a Coordinated Infrastructure to Address Problem Gambling (Community & Society)

Establish a coordinated, cross-sector network in Medford to increase access to culturally responsive, youth-driven programming and strengthen community responsibility for reducing gambling-related harms.

### Desired Outcomes:

- Stronger relationships between schools, behavioral health providers, community organizations, recovery programs, and public health agencies.
- Greater availability of culturally responsive, youth- and young-adult driven programming and events
- Increased community awareness and shared responsibility for young adult wellbeing



# ► Strategies

Organized around the Socioecological Model, the key strategies identified by the planning group align with best practices in problem gambling prevention and seek to build on existing community strengths and programs when possible. Increasing awareness and education about problem gambling will equip individuals, especially young adults, with the knowledge and skills needed to make healthy decisions about gambling and daily financial habits. These efforts will be reinforced by strategies that bolster interpersonal well-being by building support and capacity among peers, parents, and trusted adults. A strong foundation for addressing the broader society by strengthening community and systems collaboration will ensure these efforts are sustainable and have the buy-in needed for success. The following visual lays out the plan at a high-level, and strategies are described in detail in Appendix B.





## ► Action Plan

### Increase Education & Awareness

- Produce a local resource guide that compiles resources related to problem gambling
- Develop a youth and young adult awareness messaging campaign with insight from young people in the community
- Leverage existing media campaign resources, such as the National Council on Problem Gambling's Too Young to Bet/Gift Responsibly campaign, to increase community awareness about problem gambling
- Identify/develop and launch youth problem gambling prevention and financial literacy learning content for students in partnership with Medford Public Schools
- Offer brief gambling-related screenings at community events to identify individuals at risk of or experiencing problem gambling
- Increase the number of schools, medical providers, and behavioral health providers in Medford conducting standard problem gambling screenings

### Build Supportive Environments & Relationships

- Integrate problem gambling content into existing parent and caregiver education programs, including Caregiver University
- Provide education about problem gambling directly to parents and caregivers through media messaging, presentations, and school networks
- Enhance peer recovery supports for young people impacted by problem gambling, working with key partners, including Bridge Recovery, to develop resources and programs tailored for young adult audiences
- Educate and train trusted adults, empowering them with the knowledge and skills needed to prevent and address problem gambling among young people
- Develop and implement a peer-to-peer problem gambling education program

### Strengthen Community & Systems Collaboration

- Establish a local gambling prevention, treatment, and recovery coalition or task force that includes young adult representation
- Increase the number and availability of counselors, treatment providers, and peer recovery service providers in Medford who have taken MA Technical Assistance Center for Problem Gambling Treatment trainings and/or are Problem Gambling Specialist certified
- Plan for future collection of youth and young adult problem gambling data by identifying goals, key partners, and approaches
- Secure funding for future data collection efforts
- Collect follow-up data on problem gambling-related behaviors among Medford young adults and other key populations to inform future efforts and strategic plans
- Review local school and university policies through a lens of problem gambling prevention, treatment, and recovery



# ►► Appendix A: Visual Theory of Change



## Addressing Problem Gambling Among Youth & Young Adults in Medford

### Theory of Change

*This is a visual map to show the pathway from actions to impact, illustrating how we hope to address and prevent problem gambling among young people in Medford and what we hope to achieve.*

#### ►► The Problem

Young people in Medford are being affected by problem gambling in ways that can harm their finances and relationships. These challenges can grow when people don't have trusted adults or peers to lean on, or when support systems feel hard to find or navigate. Gaps in culturally responsive programs, helpful resources, and clear information about gambling risks also make it harder for young adults to get the support they need.

#### ►► What We Believe

- Young people are experts in their own experiences and must help shape solutions.
- Communities, families, and trusted adults are essential supports.
- All communities deserve culturally responsive, affirming environments that support healthy decision-making.
- Systems must collaborate, including schools, behavioral health providers, community organizations, recovery programs, and public health agencies.
- Gambling carries inherent risks, but not everyone who gambles will develop a gambling problem. A harm reduction approach focuses on practical, achievable strategies that help young people make informed, safer decisions.
- Policy, awareness, and resource access must work together to reduce problem gambling drivers.

#### ►► Our Vision

Young people in Medford are connected, valued, and supported in making healthy, informed choices about gambling. Through access to knowledge, financial literacy skills, and a strong sense of agency, they are empowered to understand risks and make decisions that support their wellbeing. Families, trusted adults, schools, community partners, and people with lived experience work collaboratively to reduce harm and provide guidance and support. Together, our community fosters culturally responsive, coordinated systems that uplift wellbeing and help all young adults thrive.

#### ►► How We Deliver



##### Increase Education & Awareness

- Resource Guides
- Media Campaigns
- School-Based Education Programs
- Problem Gambling Screenings



##### Build Supportive Environments & Relationships

- Parent Education
- Peer Recovery Support
- Trainings for Trusted Adults
- Peer Education Initiatives



##### Strengthen Community & Systems Collaboration

- Coalition Development
- Training and Certification for Providers
- Enhance Data Collection Efforts
- Local and Organizational Policy Improvements

#### ►► What We Hope to See:



##### Individual Changes

- Increased perceptions of risk
- Awareness and reduction of risky gambling behaviors
- Healthier financial habits
- Increased access to resources and supports

##### Interpersonal Changes

- Trusted adults who are equipped to address problem gambling among young people
- Healthy relationships with peers and loved ones
- Families who support healthy, gambling-free decisions and environments



##### Community & Systems Changes

- Coordinated community supports
- Culturally responsive programs and events for youth and young adults
- Increased community readiness to address problem gambling

# ►► Appendix B: Strategy Guides

## Resource Guides | Individual Level Strategy

Despite the availability of state and national problem gambling resources, community members, including young adults and those around them, are unaware of where to turn for help. A centralized, accessible resource guide would bridge this information gap, ensuring that individuals and organizations can quickly identify available supports, referral options, and educational tools – especially those located here in Medford.

Developing a local resource guide promotes awareness, accessibility, and coordination. It empowers community members and professionals to connect individuals with appropriate services more efficiently and with greater confidence. A well-designed guide — available in print and online — could include prevention materials, helpline information, local treatment and recovery providers, and educational resources. By compiling these supports in one place, communities can reduce barriers to help-seeking, strengthen referral networks, and demonstrate a visible, coordinated response to problem gambling.

### Our Approach

Expand existing community resource guides to include information on problem gambling resources and supports in Medford. Create a problem gambling-specific resource guide that outlines local, state, and national resources. Based on feedback from community listening sessions, resource guides should be available in print at community locations as well as online and include the following content:

#### General Education about Forms of Gambling

- Educate on gambling types that go beyond traditional casinos to cover modern and emerging forms of gambling.

#### Guidance on Recognizing and Addressing Warning Signs

- Warning signs of problem gambling.
- How to recognize problem gambling warning signs among loved ones.
- How to talk to peers who are exhibiting warning signs.
- How to talk to your child about gambling risks.

#### Where to Get Help

- Information on local, state, and national resources where people can go to seek help for problem gambling.

### Key evaluation measures

- Printed resource guide produced that compiles resources related to problem gambling
- Web-based resource guide produced that compiles resources related to problem gambling
- # of resource guides distributed
- # of views on web-based resource guide
- # of clicks on specific content in web-based resource guide



# Media Campaigns | Individual Level Strategy

Perceptions of gambling among young adults in Massachusetts reveal a troubling disconnect between participation and perceived risk. Many young people view gambling—especially sports betting and online gaming—as activities that carry moderate or significant risks, yet they are gambling, nonetheless. Gambling literacy was considerably lower among those who recently gambled, compared to their peers, indicating that young adults who are gambling may hold inaccurate beliefs about gambling. Additionally, prevention messaging related to gambling has not achieved the same visibility or sophistication as campaigns addressing substance use or mental health, resulting in a gap in public awareness and education. This normalization, combined with the widespread availability of online and mobile gambling platforms, has increased exposure and the potential for harm.

A well-designed educational media and social marketing campaign can reshape public perceptions and empower individuals to make informed choices about gambling. Targeted efforts to engage both young adults and parents will strengthen community understanding of gambling-related harms and foster an environment where prevention and help-seeking are normalized.

## Our Approach

Disseminate media campaigns that raise awareness of risks, promote responsible behavior, and highlight the availability of support services, such as the Massachusetts Problem Gambling Helpline. Leverage easy plug-and-play media campaign toolkits that have already been developed (e.g., The Massachusetts Office of Problem Services' Let's Get Real About Gambling campaign, The National Council on Problem Gambling's Gift Responsibly / Too Young to Bet campaign, etc.) as a starting point and built towards developing local, youth- and young-adult-led messaging and awareness campaigns. Based on community listening sessions, design media campaigns as follows:

### Campaign Content

- Emphasize local data, personal stories, and relatable speakers.
- Ensure content feels authentic to young adult audiences.
- Match the appeal and strategy of pro-gambling media; if betting incentives draw people in, use similar hooks to highlight the long-term impacts of gambling.

### Campaign Dissemination

- Prioritize TikTok and Instagram to reach youth and young adults
- Share messaging via school announcements.
- Distribute printed materials at community locations (e.g., libraries, rec centers, schools, doctors' offices, etc.).

## Key evaluation measures

- # of impressions via social media channels
- # of billboard ads created
- # of flyers, brochures, or other print educational materials distributed
- # of young adults who indicate awareness of Problem Gambling Helpline



# School-Based Education Programs | Individual Level Strategy

Embedding problem gambling education into classroom instruction normalizes conversations about risk, probability, and the financial consequences of gambling behaviors. It helps students critically evaluate the true odds of winning, recognize warning signs of risky play, and understand how gambling can undermine financial goals. Building healthy financial habits and financial literacy skills around budgeting, saving, credit, and money management equips young people with the core skills needed to transition into adulthood.

## Our Approach

Work with the Medford Public Schools to integrate problem gambling education as part of the standard education curriculum alongside topics related to substance use, ensuring youth understand the risks and warning signs associated with problem gambling, as well as the frequent co-occurrence of problem gambling and substance use. Identify opportunities to build or strengthen financial literacy education within a core curriculum for all students. Based on community listening sessions, approach school-based education in the following ways:

### Integration with Existing Curriculum Content

- Incorporate education on problem gambling into math classes (e.g., Consumer Math and Personal Finance).
- Integrate problem gambling education into health and wellness classes that already discuss substance use and media literacy.

### Content Framing & Delivery

- Ensure educational content is designed so that students cannot misinterpret it as instruction on how to bet or profit from gambling.
- Emphasize potential harm, warning signs, and overall risks related to gambling.
- Utilize short videos and discussion prompts rather than lectures.
- Creates opportunities for in-depth discussion rather than homework assignments.

### Family Engagement

- Encourage students to have conversations with family members or other adults on financial wellness topics such as credit cards, building credit, and opening a savings account.

## Key evaluation measures

- Educational content about problem gambling developed for use in school settings
- Financial literacy educational content developed for use in school settings
- # of students provided with problem gambling education
- # of students provided with financial literacy education
- # of students trained through the “Not Just a Game” Youth Sports Betting Prevention Curriculum
- Total # of sessions attended by students
- % of students who reported knowledge of gambling risks and financial literacy
- % of students who reported awareness of where to seek help for problem gambling



# Problem Gambling Screenings | Individual Level Strategy

Problem gambling often goes undetected until it leads to significant financial, emotional, or relational harm. Many individuals at risk never disclose their gambling behaviors — and few are routinely screened in health, counseling, or community service settings. Unlike substance use or mental health issues, gambling is rarely included in standard intake processes, even though its impacts can be just as severe. Expanding systematic screening efforts can help identify at-risk individuals earlier, normalize conversations about gambling, and connect those in need of prevention, treatment, and recovery supports.

Consistent screening not only connects at-risk individuals to resources and destigmatizes help-seeking but also produces valuable data for understanding community-level trends. By integrating gambling into existing screening frameworks, the Medford community can strengthen its public health efforts and lessen the long-term impact of gambling-related harms on people of all ages.

## Our Approach

Integrate brief gambling-related questions into standard behavioral health services, primary care settings, student wellness assessments, and during community events to increase self-awareness of gambling behavior and create opportunities to connect people with supports.

### *Key evaluation measures*

- # of school staff or other providers provided with screening information, tools, or related trainings
- # of community events where problem gambling screenings were offered
- # of community members screened
- # of individuals identified as “at-risk” in screenings conducted in school or provider settings
- # of “at-risk” individuals offered resources or warm hand-offs to treatment services or supports in school or provider settings



# Parent Education | Interpersonal Level Strategy

Parents and caregivers play a critical role in shaping young people's attitudes and behaviors related to gambling — yet most are unaware of how early exposure begins or how easily gambling opportunities are embedded in gaming, sports, and social activities. Many parenting programs already focus on topics like substance use prevention, internet safety, and mental health promotion, but few explicitly address gambling. Integrating gambling education into these existing programs ensures that parents receive the tools and information they need to recognize early warning signs, model responsible attitudes, and engage in meaningful conversations with their children about gambling risks.

By embedding gambling education into established parenting programs, communities can reach parents where they already are—in trusted, accessible settings—and equip them with practical strategies for prevention. Parents can learn how to identify signs of risky gambling behaviors, set boundaries around gambling-related activities, and foster open, nonjudgmental communication with their children. This approach reinforces the idea that prevention starts at home and that family engagement is a key protective factor in reducing the likelihood of problem gambling later in life.

## Our Approach

Build problem gambling topics into parenting education programs as a part of Caregiver University offerings. Based on feedback from community listening sessions, approach caregiver education as follows:

### General Education

- Educate on gambling types that go beyond traditional casinos to cover modern and emerging forms of gambling, emphasizing popular types of gambling activities among youth (including specific games or apps).
- Emphasize local data and compelling personal stories.
- Create clear connections between gambling and financial wellness.

### Guidance on Recognizing and Addressing Warning Signs

- Discuss warning signs of problem gambling.
- Share tips and strategies on how to talk to your child about gambling risks.
- Ensure participants can recognize problem gambling warning signs in youth.
- Provide resources on how to talk to your child if they are exhibiting warning signs of problem gambling.

### Delivery

- Engage trusted professionals, such as school staff, counselors, and therapists as educators.
- Host in-person events at preferred locations already visited by parents and caregivers such as schools, rec centers, and libraries.
- Integrate problem gambling topics into existing school or community meetings such as mandatory meetings for parents of student athletes.
- Hold events in the evening hours (around 7 pm) to accommodate work schedules.
- Incentivize participation through food, childcare, and gift cards.
- Record and post trainings and presentations online for those who are unable to attend in-person events.
- Share messaging and information about events via school newsletters, Facebook groups, and flyers at communication locations.

## Key evaluation measures

- Parent/caregiver guide(s) created that includes problem gambling educational information
- # of parent/caregiver guides distributed
- # of website visits/clicks on the parent/caregiver guide
- # of meetings, presentations, trainings, or workshops provided for parents/caregivers that include problem gambling-related topics
- # of parents/caregivers reached with problem gambling education via meetings, presentations, training, or workshops
- % of parents/caregivers who report knowledge of problem gambling signs and how to respond
- % of parents/caregivers who report confidence in talking with their children about gambling risks



# Peer Education Initiatives | Interpersonal Level Strategy

Peer influence plays a powerful role in shaping young people's attitudes and behaviors around gambling. On both high school and college campuses, social acceptance of betting — particularly sports betting and gaming with monetary elements — is increasing. Students are often introduced to gambling through peers or social networks, with little awareness of associated risks or the early signs of problem gambling. Prevention efforts that rely solely on adult-led education may fail to resonate with this audience. By contrast, peer-to-peer programs harness existing social structures to promote awareness and encourage healthier behaviors in an authentic and relatable way.

A peer-to-peer education program allows prevention messaging to be delivered by trusted messengers who understand campus culture and communication dynamics. When young people lead the conversation, messages about risk, responsibility, and support options are more likely to resonate and reduce stigma. Implementing structured, evidence-informed peer education initiatives across high schools and colleges will strengthen early prevention, promote responsible decision-making, and contribute to a broader culture of awareness and support around problem gambling.

## Our Approach

As part of the development of a local youth coalition led by the Department of Health, identify and train youth leaders on problem gambling. Mobilize peer educators and equip them with the resources needed to increase awareness at their schools, sports teams, and youth groups through awareness campaigns and presentations. Based on community listening sessions with young adults, approach peer education initiatives as follows:

### Trainer and Speaker Selection

- Highlight trainers and speakers close to the target age group.
- Train and engage young adults with lived experience when possible.
- Create opportunities for young adults to connect with and ask questions to medical professionals.

### Delivery

- Tailor events around interactive activities, such as crafts or other hands-on activities to create opportunities for connection where problem gambling education is provided, rather than the sole focus of the event.
- Offer food, refreshments, or gift cards as incentives for attending events.
- Prioritize community panels or discussions over lectures and trainings.
- Hold events at accessible locations, such as on campuses, at local parks, libraries, other locations near public transportation
- Offer virtual events when possible.
- Hold in-person events in the evenings or on weekends to accommodate school schedules.
- Host tabling events or information sharing events midday during school hours while students are most likely to be on campus/at school.
- Share information online (social media and web content) as well as via school and campus bulletins.

### Guidance on Recognizing and Addressing Warning Signs

- Educate on how to recognize problem gambling warning signs among friends.
- Provide tips and strategies on how to talk to peers who are exhibiting warning signs.

### Resource Development

- Offer self-assessments and worksheets to help understand spending habits and gambling behaviors.
- Create visuals and tools for viewing long-term financial projections and savings.
- Provide guidance on developing and maintaining budgets and information on opening and managing financial accounts.



### Where to Get Help

- Provide clear information on local, state, and national resources where people can go to seek help with problem gambling.

### *Key evaluation measures*

- # youth and young adult leaders trained on problem gambling topics
- % of peer leaders who report knowledge of problem gambling and readiness to educate peers
- # peer-led awareness campaigns developed
- # youth reached by peer-led awareness campaigns
- # peer-led awareness campaign materials distributed
- # peer-led presentations on problem gambling for youth and young adults
- # youth who attended peer-led presentations
- % of youth/young adult training participants who report being able to recognize problem gambling warning signs



# Trainings for Trusted Adults | Interpersonal Level Strategy

Teachers, coaches, mentors, youth program leaders, and other adults who regularly engage with young people are often the first to notice changes in behavior — but many lack the knowledge and confidence to address gambling-related concerns. While many youth-serving professionals receive training on topics like substance use, mental health, and bullying prevention, gambling is rarely included in those conversations. As gambling becomes increasingly embedded in sports, gaming, and online culture, frontline allies need the skills and language to talk about gambling risks, identify early warning signs, and connect youth to appropriate supports.

Equipping youth-serving professionals with the tools to address gambling strengthens prevention at the ground level. Training builds capacity to recognize early warning signs, normalize conversations about risk, and connect individuals to resources like the Massachusetts Problem Gambling Helpline or local counseling services. When adults in schools, community programs, and healthcare settings are empowered to act, gambling prevention becomes part of a coordinated, multi-layered approach to youth wellbeing. Capacity building in this area also helps bridge the gap between prevention and early intervention, reducing stigma and promoting timely support.

## Our Approach

Integrate problem gambling-related content into existing trainings for trusted adults in schools, mental health settings, and youth-serving programs. Based on community listening sessions with trusted adults, approach training efforts in the following ways:

### General Education

- Educate on gambling types that go beyond traditional casinos to cover modern and emerging forms of gambling, emphasizing popular types of gambling activities among youth (including specific games or apps).
- Emphasize potential harms, warning signs, and overall risks related to gambling, including long-term risks to behavioral health and financial well-being.

### Guidance on Recognizing and Addressing Gambling Behavior

- Educate on how to recognize problem gambling warning signs among students.
- Provide tips and strategies on how to talk to youth who are gambling about risks and strategies for reducing harm.
- Provide tips and strategies on how to talk to youth who are exhibiting warning signs.
- Provide clear guidance on steps to take after identifying concerns, including referral pathways and support options.

### Resources & Supports

- Develop guidance and resources on supporting youth who may feel triggered by gambling-related content.
- Work with schools to develop guidance on how to support youth and young adults impacted by problem gambling who are involved in gaming or esports clubs may be receiving scholarships.
- Provide clear information on local, state, and national resources where people can go to seek help with problem gambling.
- Establish a local or state expert who staff can reach out to for additional support if needed.

### Delivery

- Leverage staff professional development days to host a half- to full-day training for school staff.
- Create opportunities for in-depth training for counselors or school health professionals.

## Key evaluation measures

- # of adults who work with youth and young adults trained on problem gambling topics
- # of school staff trained as trainers for the “Not Just a Game” Youth Sports Betting Prevention Curriculum
- % of trusted adults who report knowledge in identifying problem gambling among young people
- % of trusted adults who report confidence in addressing problem gambling among young people



# Peer Recovery Supports | Interpersonal Level Strategy

Young adults represent a unique population within the spectrum of gambling behavior and recovery. They are among the most likely to engage in high-risk activities, yet they are also among the least likely to seek help or identify with traditional recovery pathways. Many existing recovery programs are designed around adult experiences and language, which can feel disconnected from the realities of younger people navigating gambling-related challenges. Elevating young adult voices and leadership in peer recovery spaces ensures that recovery is visible, relatable, and inclusive of the perspectives of younger audiences whose motivators and experiences with gambling differ from those in prior generations.

Integrating young adult voices into peer recovery programs enhances cultural relevance, representation, and accessibility. By recruiting and training young adults to serve as recovery mentors, facilitators, or advocates, communities can build programs that feel authentic and empowering. This approach helps reduce stigma, normalize help-seeking, and create supportive environments where young adults can share experiences, inspire hope, and help shape the next generation of recovery-focused services.

## Our Approach

Work with Bridge Recovery and other key partners to build resources, programs, and events tailored for young adults impacted by problem gambling. Develop opportunities for young adults in recovery to serve as leaders, mentors, recovery coaches, or educators.

### *Key evaluation measures*

- # recovery events/meetings held for young adults
- # local young adult recovery coaches
- # speaker events hosted or video testimonial created with a young adult in recovery sharing their problem gambling story
- % of young adults who report improved access to help
- % of young adults who report reduced sense of isolation



# Coalition Development | Community & Societal Level Strategy

Shifts in the gambling landscape elevate a need for coordinated local prevention, treatment, and recovery systems that serve to minimize gambling-related harms. A local task force offers a structure for collaboration across prevention, treatment, and recovery systems. It creates a shared forum for identifying emerging issues, leveraging community strengths, and ensuring that responses to problem gambling are informed, comprehensive, and sustainable. By bringing together diverse partners, the task force can enhance alignment of messaging, increase visibility of available services, and build the foundation for long-term, community-driven prevention efforts.

## Our Approach

Integrate problem gambling as an area of focus into existing coalitions and workgroups, such as the Mystic Valley Public Health Coalition, and consider establishing a subcommittee or task force dedicated to problem gambling.

### *Key evaluation measures*

- Established local gambling prevention, treatment, and recovery coalition or task force that includes young adult representation
- # sectors represented in the coalition/task force
- # coalition/task force meetings held
- # youth/young adults consulted in planning



# Training & Certification for Providers | Community & Societal Level Strategy

While Massachusetts has a growing behavioral health infrastructure, not all treatment and recovery professionals receive training specific to gambling disorder. As gambling behaviors become more prevalent — especially with the expansion of online betting — the need for trained providers capable of identifying and treating gambling-related issues has increased. Many individuals experiencing problem gambling seek help for related mental health or substance use concerns without ever being asked about their gambling behaviors. Strengthening workforce capacity in this area ensures that counselors, treatment providers, and recovery specialists can recognize gambling-related harms, provide appropriate interventions, and connect clients to comprehensive care.

## Our Approach

Increase awareness of and encourage local providers to engage with the MA Technical Assistance Center for Problem Gambling Treatment, which provides free capacity building and technical assistance to providers. No-cost trainings are provided to support individuals pursuing the Problem Gambling Specialist certification (offered at three levels based on individual qualifications and experience in the field), with an initial certification cost of \$50. Identify opportunities to cover the costs of certification to reduce barriers.

### *Key evaluation measures*

- # providers receiving cost reimbursement for certification through the MA Technical Assistance Center for Problem Gambling Treatment
- Created list of local certified providers on the Medford website



# Enhanced Data Collection Efforts | Community & Societal Level Strategy

Currently, Medford lacks consistent, comprehensive data on gambling behaviors, risk, and protective factors across age groups. Most existing data focuses on the state, leaving major gaps in understanding how gambling affects young adults and other populations in Medford. Without local-level data, it is difficult to tailor prevention, treatment, and recovery strategies or to evaluate their impact over time.

Expanding data collection enables the Medford community to build a strong foundation for evidence-based decision-making. Regular assessments — such as community readiness evaluations and broader needs assessments — will help monitor trends, measure progress, and ensure that prevention and intervention efforts remain relevant and responsive. By filling data gaps and aligning partners around shared indicators, the state can more effectively allocate resources, design targeted outreach, and evaluate the impact of future programming.

## Our Approach

To ensure the successful collection of future youth and young adult data related to problem gambling, identify goals, key measures, and necessary partners. Obtain funding and engage partners to support data collection, such as Tufts and Bunker Hill.

### *Key evaluation measures*

- Administered follow-up Young Adult Gambling Survey by determined date
- Administered community survey to assess gambling experiences and needs across other populations by determined date
- Total number of young adults who completed the Young Adult Gambling Survey
- Total number of community members who completed the community survey



# Local and Organizational Policy Improvements | Community & Societal Level Strategy

K-12 schools and universities are important environments for prevention and early intervention. Few educational institutions currently address gambling within their policies, codes of conduct, or wellness frameworks. Reviewing and identifying opportunities to revise policies through a prevention and recovery lens ensures policies go beyond punitive approaches and instead proactively address gambling behaviors, support students navigating a gambling problem, and reinforce healthy norms.

## Our Approach

Collaborate with Medford Public Schools, Tufts University, and Bunker Hill Community College to review school policies and support systems to identify opportunities for improvement, such as prohibiting gambling-related events on campus, incorporating gambling awareness into student orientation, and creating clear referral pathways to counseling or early intervention services for those who violate school policies related to gambling.

### *Key evaluation measures*

- Completed review of Medford Public Schools policies and student honor code
- Recommendations for policy and program improvements provided for Medford Public Schools
- Completed review of Tufts University policy and student honor code
- Recommendations for policy and program improvements provided for Tufts University
- Completed review of Bunker Hill Community College policy and student honor code
- Completed recommendations for policy and program improvements provided for Bunker Hill Community College
- Number of meetings with partner institutions discussing policy recommendations and implementation



# ► Appendix C: Evaluation Plan

The following evaluation questions can help measure progress in addressing the priorities described above. “Evaluation Questions” reflect the specific question to answer and the goal they address. “Measures” refer to specific indicators that could be monitored over a period of time and “Data Source” refers to the data source from which the measure is pulled.

| Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Data Sources                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Individual-Level Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                      |
| <b>Resource Guides</b> <ul style="list-style-type: none"> <li>To what extent were resource guides distributed to the intended audience (youth, young adults, and community members)?</li> </ul>                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Printed resource guide produced that compiles resources related to problem gambling</li> <li>Web resource guide produced that compiles resources related to problem gambling</li> <li># resource guides distributed</li> <li># views on web resource guide</li> <li># of clicks on specific content in web-based resource guide</li> </ul>                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Receipt/log of guides printed</li> <li>Website analytics (Clicks on digital resource guide link on website)</li> </ul>                        |
| <b>Media Campaigns</b> <ul style="list-style-type: none"> <li>How many people were reached through media messaging?</li> <li>How did media messaging impact young adults’ awareness of the Massachusetts Problem Gambling Helpline?</li> </ul>                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li># impressions via social media channels</li> <li># billboard ads created</li> <li># flyers, brochures, or other print educational materials distributed</li> <li># of young adults who indicate awareness of Problem Gambling Helpline</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Social media analytics</li> <li>Receipt/log of materials printed</li> <li>Log of materials distributed</li> <li>Young Adult Survey</li> </ul> |
| <b>School-Based Education Programs</b> <ul style="list-style-type: none"> <li>Was problem gambling and financial literacy content delivered in Medford Public Schools as planned, and did it reach the intended number of students?</li> <li>Did students report knowledge of gambling risks and financial literacy following the lesson(s)?</li> <li>Did students report awareness of where to seek help for problem gambling following the lesson(s)?</li> </ul> | <ul style="list-style-type: none"> <li>Educational content about problem gambling developed for use in school settings</li> <li>Financial literacy educational content developed for use in school settings</li> <li># students provided with problem gambling education</li> <li># students provided with financial literacy education</li> <li># students trained through the “Not Just a Game” Youth Sports Betting Prevention Curriculum</li> <li>Total # of sessions attended by students</li> <li>% of students who reported knowledge of gambling risks and financial literacy</li> <li>% of students who reported awareness of where to seek help for problem gambling</li> </ul> | <ul style="list-style-type: none"> <li>Classroom attendance logs</li> <li>Teacher/staff reports</li> <li>Post-training survey</li> </ul>                                             |



| Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Data Sources                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Gambling Screenings</b> <ul style="list-style-type: none"> <li>Were screenings conducted at community events and through schools and providers as planned, and did they reach the intended populations?</li> <li>Did conducting gambling screenings increase connection to resources for individuals identified as “at-risk” in school or provider settings?</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li># school staff or other providers who received screening information, tools or related training</li> <li># community events where problem gambling screenings were offered</li> <li># community members screened</li> <li># of individuals identified as “at-risk” in screenings conducted in school or provider settings</li> <li># of “at-risk” individuals offered resources or warm hand-offs to treatment services or supports in school or provider settings</li> </ul>                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Sign-in sheets for staff/provider trainings</li> <li>Self-report by staff/providers who provided screenings</li> <li>Tally sheets/activity logs for screenings facilitated</li> <li>Scoring from screening instrument</li> <li>Records of resources provided/warm-handoffs</li> </ul> |
| <b>Interpersonal-Level Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                              |
| <b>Parent Education</b> <ul style="list-style-type: none"> <li>Was problem gambling content successfully integrated into existing parent/caregiver programs?</li> <li>Did parents and caregivers who participated report knowledge of problem gambling signs and how to respond?</li> <li>Did parents and caregivers who participated report confidence in talking with their children about gambling risks?</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Created parent/caregiver guide that includes problem gambling educational information</li> <li># parent/caregiver guides distributed</li> <li># website visits/clicks on the parent/caregiver guide</li> <li># meetings, presentations, trainings, or workshops provided for parents/caregivers that include problem gambling-related topics</li> <li># parents/caregivers reached with problem gambling education via meetings, presentations, training, or workshops</li> <li>% of parents/caregivers who report knowledge of problem gambling signs and how to respond</li> <li>% of parents/caregivers who report confidence in talking with their children about gambling risks</li> </ul> | <ul style="list-style-type: none"> <li>Receipt/log of materials printed</li> <li>Log of guides distributed</li> <li>Website analytics</li> <li>Event/calendar logs</li> <li>Sign-in sheets</li> <li>Post-training survey</li> </ul>                                                                                          |
| <b>Peer Education Initiatives</b> <ul style="list-style-type: none"> <li>Was a peer education program developed and implemented as planned?</li> <li>Were peer leaders trained on how to provide education and resources?</li> <li>Did peer leaders who completed training report knowledge of problem gambling and readiness to educate their peers?</li> <li>Did peer leaders provide trainings or implement awareness campaigns for peers to recognize problem gambling warning signs?</li> </ul> | <ul style="list-style-type: none"> <li># youth and young adult leaders trained on problem gambling topics</li> <li>% of peer leaders who report knowledge of problem gambling and readiness to educate peers</li> <li># peer-led awareness campaigns developed</li> <li># youth reached by peer-led awareness campaigns</li> <li># peer-led awareness campaign materials distributed</li> <li># peer-led presentations on problem gambling for youth and young adults</li> <li># youth who attended peer-led presentations</li> <li>% of youth/young adult training participants who report being able to recognize problem gambling warning signs</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>Sign-in sheets</li> <li>Proof of campaign materials created</li> <li>Post-training survey for peer leaders</li> <li>Post-survey for peer-led presentations</li> <li>Social media analytics</li> <li>School records</li> </ul>                                                         |



| Questions                                                                                                                                                                                                                                                                                               | Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Data Sources                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Trainings for Trusted Adults</b> <ul style="list-style-type: none"> <li>• Were trainings for trusted adults delivered as planned?</li> <li>• Did trusted adults who completed training report knowledge and confidence in identifying and addressing problem gambling among young people?</li> </ul> | <ul style="list-style-type: none"> <li>• # adults who work with youth and young adults trained on problem gambling topics</li> <li>• # school staff trained as trainers for the “Not Just a Game” Youth Sports Betting Prevention Curriculum</li> <li>• % of trusted adults who report knowledge in identifying problem gambling among young people</li> <li>• % of trusted adults who report confidence in addressing problem gambling among young people</li> </ul> | <ul style="list-style-type: none"> <li>• Sign-in sheets</li> <li>• Training records</li> <li>• Post-training survey</li> </ul>                                                                                     |
| <b>Peer Recovery Supports</b> <ul style="list-style-type: none"> <li>• Were peer recovery programs developed and held as planned?</li> <li>• Did young adults who engaged with peer recovery supports report improved access to help and reduced sense of isolation?</li> </ul>                         | <ul style="list-style-type: none"> <li>• # recovery events/meetings held for young adults</li> <li>• # local young adult recovery coaches</li> <li>• # speaker events hosted or video testimonial created with a young adult in recovery to share their problem gambling story</li> <li>• % of young adults who report improved access to help</li> <li>• % of young adults who report reduced sense of isolation</li> </ul>                                          | <ul style="list-style-type: none"> <li>• Event/calendar logs</li> <li>• Ongoing list of recovery coaches available</li> <li>• Documentation of events or videos</li> <li>• Participant feedback surveys</li> </ul> |
| Community & Societal Level Strategies                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |
| <b>Coalition Development</b> <ul style="list-style-type: none"> <li>• Was a local gambling prevention, treatment, and recovery coalition or task force established?</li> <li>• Were young adult voices included in local planning efforts?</li> </ul>                                                   | <ul style="list-style-type: none"> <li>• Established local gambling prevention, treatment, and recovery coalition or task force that includes young adult representation</li> <li>• # sectors represented in the coalition/task force</li> <li>• # coalition/task force meetings held</li> <li>• # youth/young adults consulted in planning</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>• Contact list for coalition/task force</li> <li>• Coalition membership records</li> <li>• Sign-in sheets</li> <li>• Meeting notes</li> </ul>                               |
| <b>Training &amp; Certification for Providers</b> <ul style="list-style-type: none"> <li>• Were providers supported in accessing certification and cost reimbursement?</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>• # providers receiving cost reimbursement for certification through the MA Technical Assistance Center for Problem Gambling Treatment</li> <li>• Created list of local certified providers on the Medford website</li> </ul>                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Provider enrollment list</li> <li>• Reimbursement records</li> <li>• Ongoing list of certified providers</li> </ul>                                                       |



| Questions                                                                                                                                                                                                                                                                                                                                                                                          | Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Data Sources                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Enhanced Data Collection Efforts</b> <ul style="list-style-type: none"> <li>• Were the follow-up Young Adult Gambling Survey and community survey administered within the planned timeframe and with adequate sample sizes?</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Administered follow-up Young Adult Gambling Survey by determined date</li> <li>• Administered community survey to assess gambling experiences and needs across other populations by determined date</li> <li>• Total number of young adults who completed the Young Adult Gambling Survey</li> <li>• Total number of community members who completed the community survey</li> </ul>                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Survey documentation</li> <li>• Completion records for Young Adult Survey</li> <li>• Completion records for community survey</li> </ul> |
| <b>Local and Organizational Policy Improvements</b> <ul style="list-style-type: none"> <li>• Were policy reviews completed for Medford Public Schools, Tufts University, and Bunker Hill Community College, and were recommendations formally delivered?</li> <li>• Did partner institutions acknowledge receipt of policy recommendations and engage in dialogue about implementation?</li> </ul> | <ul style="list-style-type: none"> <li>• Completed review of Medford Public Schools policies and student honor code</li> <li>• Recommendations for policy and program improvements provided for Medford Public Schools</li> <li>• Completed review of Tufts University policy and student honor code</li> <li>• Recommendations for policy and program improvements provided for Tufts University</li> <li>• Completed review of Bunker Hill Community College policy and student honor code</li> <li>• Recommendations for policy and program improvements provided to Bunker Hill Community College</li> <li>• Number of meetings with partner institutions discussing policy recommendations and implementation</li> </ul> | <ul style="list-style-type: none"> <li>• Meeting notes</li> <li>• Follow-up communications</li> <li>• Documentation of recommendations</li> <li>• Meeting notes</li> </ul>       |

