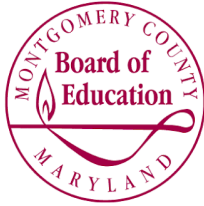


SB0363 - MCPS - Fav 2_9_22.pdf

Uploaded by: Danielle Suskind

Position: FAV



MONTGOMERY COUNTY BOARD OF EDUCATION

Expanding Opportunity and Unleashing Potential

850 Hungerford Drive ♦ Room 123 ♦ Rockville, Maryland 20850

BILL: SB0363
TITLE: Public High Schools - Health Education - Gambling Dangers and
Addiction
DATE: 2/9/2022
POSITION: Support
COMMITTEE: Education, Health, and Environmental Affairs
CONTACT: Danielle M. Susskind, Coordinator, Legislative Affairs
Danielle_M_Susskind@mcpsmd.org

The Montgomery County Board of Education (Board) **Supports** SB0363

The Maryland State Department of Education includes addiction education in secondary health education within the updated Mental and Emotional Health Standard as of June 2021.

As a result, gambling education will be embedded under Mental and Emotional Health instruction.

For these reasons, the Board **supports** this legislation and urges a favorable report.

SB 363_dhaskins_fav.pdf

Uploaded by: Deborah Haskins

Position: FAV

Testimony in Support of SB 363

Public High Schools – Health Education – Gambling Danger and Addiction – February 9, 2022

Dear Chai Pinky, Vice Chair Kagan, and members of the committee:

This letter is in support of SB363, which offers an educational plan on gambling and disordered gambling among high school students. SB 363 will require the State Department of Education to collaborate with state agencies and develop an educational curriculum for gambling and disordered gambling for public high school students. SB 363 also allows local school boards an ability to implement this curriculum in high school so that every student access gambling education at least once during grades 9-12. This bill will increase prevention of disordered gambling in the State of Maryland. The rates of disordered gambling among youth are fast exceeding rates of gambling addiction among adults (National Council on Problem Gambling). Research also documents that youth engaged in risky gambling also engage in other risky behaviors (i.e., illegal weapons, substance use, risky sexual behavior) (Zhai et al., 2020) and technological advances with online gambling increases the accessibility and availability of youth gambling which also increases the prevalence of risky gambling among youth (Derevensky & Gilbeau (2019). Research also document correlations between gaming and gambling behavior (Zendle, 2019). Moreover, a longitudinal study of 452 urban African-American youth in Baltimore City from first grade and were followed for 10 years documented that gambling was associated with higher teacher ratings of childhood externalizing behaviors among males and high parent ratings of childhood impulsivity and hyperactivity among both genders (Martins, et al., 2008). This longitudinal study also found a relationship between neighborhood disadvantage (i.e., food and housing insecurity, community violence, poverty) and risky gambling behavior. Passage of SB 363 would provide youth who also experience adversity to also learn prevention education and assistance resources.

The University of Maryland Center of Excellence on Problem Gambling implemented a *Smart Choices* prevention intervention among public school youth, and outcome data documented the effectiveness of using a prevention curriculum among youth (Smart Choices Report, 2018). Youth took part in engaged learning activities (i.e., created a youth prevention message for their peers after taking part in a problem gambling prevention curriculum), and these engaged learning prevention activities resulted in increased cognitive and emotional awareness about gambling wellness and risky gambling behaviors. Youth also learned about other risky gateway behaviors that pose a threat to their emerging development and futures.

The Maryland Council on Problem Gambling is a 501-c-3 nonprofit with a mission focused on increasing awareness about problem gambling, advocating for gamblers, affected others and communities, (i.e., faith and spiritual leaders, educators, peer recovery supporters, health professionals), and linking community members to resources in the State of Maryland, such as the confidential help line and gambling treatment). Passage of SB 363 will result in increased community prevention because the education will be standardized across high schools in the State of Maryland. Youth depend on family often to learn about mental health concerns and depending on the family (or community or cultural) awareness, many youths may not learn about gambling wellness and gambling addiction. SB 363 will ensure that **every** high school student learns about gambling and gambling addiction so that they can make better choices about engaging in age-appropriate recreational activities that will not pose a threat

to their developing identities and negatively affect their futures. The Maryland Council on Problem Gambling asks that you please pass SB 363 so that our youth regardless of where they live, what their socioeconomic status, race, or family circumstances are have opportunities to gain experience in healthy ways and can make better decisions when they have critical gambling and gambling addiction education. Thank you.

Submitted by:

Dr. Deborah G. Haskins, LCPC, ACS, MAC, ICGC-II, BACC, CCGSO, CGT

President, Maryland Council on Problem Gambling

www.marylandproblemgambling.org

MarylandCouncilPG@yahoo.com or dghmosaic@gmail.com

Sb 363 - Health Education - Gambling -Senator Tes

Uploaded by: Kara Contino

Position: FAV

BRYAN W. SIMONAIRE
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Anne Arundel County

—
MINORITY LEADER
—

Education, Health, and
Environmental Affairs Committee

Subcommittees

Chair, Alcohol

Health
—

Joint Committee on the Chesapeake and
Atlantic Coastal Bays Critical Area



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The Senate of Maryland
ANNAPOLIS, MARYLAND 21401

February 9, 2022

Written Testimony in SUPPORT of SB 363

Chairman and members of the Education, Health, and Environmental Affairs Committee, I am here to introduce and voice my support for Senate Bill 363 – *Public High Schools – Health Education – Gambling Dangers and Addiction*.

Senate Bill 363 would require the State Department of Education, on or before July 1, 2023, to develop a program of education on the dangers of gambling and gambling addiction to be provided in public high schools. The bill would require the program to be coordinated with other State agencies responsible for gambling addiction education and authorizing a county board of education, beginning in the 2023-2024 school year, to require each public high school in the county to include instruction, one time for students in grades 9 through 12, on the dangers of gambling.

SB363_MDrexler_fav.pdf

Uploaded by: Mary Drexler

Position: FAV

Testimony in Support of SB 363

Public High Schools – Health Education – Gambling Dangers and Addiction – February 9, 2022

Dear Chair Pinsky, Vice Chair Kagan, and members of the committee:

This letter is in support of SB363, which lays out an educational plan on gambling and gambling addiction for high school students. Specifically, SB363 requires the State Department of Education to collaborate with appropriate state agencies and create an educational curriculum for gambling and gambling addiction to be given to public high school students. Additionally, the bill gives local boards the ability to implement this curriculum in public schools so that every student may have access to the gambling education at least once in grades 9 through 12. The implementation of this bill is crucial in reducing problem gambling and gambling addiction in Maryland. By offering these educational resources as early as age 14, teenagers can begin to form healthier practices regarding gambling that can continue into adulthood. This Bill can only positively affect the rate of problem gambling and gambling addiction in both youth and adults.

CURRENTLY YOUTH GAMBLING IS A STATEWIDE ISSUE.

In a 2018 study of Maryland counties, between 17% and 29% of high school students had reported to gamble at least once in the past year. On the high end, 29% of reporting Baltimore City high school students had gambled in the last year. Baltimore City was followed by Prince George’s County with 26% of students reporting that they had gambled.¹ Even more alarming, of those students reporting they had gambled in the last year, between 3.5% and 7.9% had reported to frequent gambling of 10 or more times a year. Again, Baltimore City leads the counties in this problematic trend at 7.9% and is followed by Wicomico County at 6.6% of students reporting to have frequently gambled.² Lastly, the data from this study shows the need for SB363 because the disparity of student gambling grew as age increased. For the state as a whole, the percentage of students gambling at 15 or younger increases from 21.6% to 30.1% for students 18 and over. This trend is similar in 14 of the Maryland counties.³ Given the trends that this data demonstrates, there is a need for intervention among Maryland youth in order to alleviate the issue of youth problem gambling and addiction.

¹ YRBS Report, 2018.

² YRBS Report, 2018.

³ YRBS Report, 2018.

IMPLEMENTING AN EDUCATIONAL SCHEME CAN POSITIVELY AFFECT YOUTH GAMBLING

Due to the findings in the 2018 report, the Maryland Center of Excellence on Problem Gambling collaborated with the Center for School Mental Health and administered the MD-Smart Choices Problem Gambling Prevention Program. This program was designed to provide students with information about gambling, which included factors that may contribute to the development of problem gambling. The program focuses on the risks associated with gambling and emphasizes informed decision making, with the goal of preventing behaviors which may lead to gambling disorders. To reach this goal, the curriculum has two main focuses. First, to help students define gambling and differentiate between games of skill and games of luck. Second, the focus is to help students make positive choices using a decision-making mode. An additional significant feature of this program is that it was implemented in schools that were in urban areas with a significant minority population of students, which is the demographic that is most vulnerable to problem gambling and addiction.⁴

When looking at the outcomes of this program, the findings were reassuringly positive. First, trends across school years show that student knowledge of skill and luck increased significantly. Additionally, the analysis of the program demonstrated significant increases in participant understanding of consequences associated with gambling. Secondly, after going through the program, students were able to distinguish between games of luck and games of skill, as well as the potential outcomes of both types of games. Third, the participant outcomes were also positive. The vast majority of students having gone through the program stated they had never gambled, and those who did stated that they gambled in a home setting within the \$10-\$19 range.⁵ Thus, the implementation of this program demonstrates the positive effects of gambling education regarding the issue of youth problem gambling and addiction.

⁴ MD Smart Choices Report, 2018.

⁵ MD Smart Choices Report, 2018.

CONCLUSION

Currently, the gambling industry in Maryland is growing and becoming more prevalent. With the help of SB363, Maryland's youth can be properly educated about problem gambling and addiction, which in return will set them up with the resources needed to have healthy gambling practices now and in the future. For these reasons, the Maryland Center of Excellence on Problem Gambling supports Senate Bill 363 and urges a favorable vote.

Sincerely,

A handwritten signature in cursive script, appearing to read "Mary Drexler".

Mary Drexler, MSW
Program Director
Maryland Center of Excellence on Problem Gambling
Office Direct: 667-214-2124
Cell Phone: 860-798-9086
Email: mdrexler@som.umaryland.edu

NCADD-MD - SB 363 FAV - Problem Gambling Eduation.

Uploaded by: Nancy Rosen-Cohen

Position: FAV



**Senate Education, Health, and Environmental Affairs
February 9, 2022**

**Senate Bill 363
Public High Schools - Health Education - Gambling Dangers and Addiction**

Support

NCADD-Maryland supports Senate Bill 363. Making sure young people are taught the potential dangers of gambling is the first step in prevention. Problem gambling is a serious problem that damages families across the state. With the State continuing to expand opportunities for legal gambling, it is incumbent on law makers and our education system to give young people the tools they need to make smart choices.

According to the National Council on Problem Gambling:

- 60% to 80% of students between the ages of 12 and 17 have gambled for money in the past year;
- 4-5% of youth meet one or more criteria of having a gambling problem; and
- An additional 10-14% of youth are at risk of developing an addiction, which means that they already show signs of losing control over their gambling behavior.

Maryland's own Center of Excellence on Problem Gambling has developed and promotes the MD-Smart Choices Problem Gambling Prevention Program (Smart Choices) and has adapted the program into curriculum used in a number of public schools in Maryland. The legislation proposed would ensure all children are taught about resiliency and refusal skills critical to responsible decision making for today's youth.

We urge your support of Senate Bill 363.

The Maryland Affiliate of the National Council on Alcoholism and Drug Dependence (NCADD-Maryland) is a statewide organization that works to influence public and private policies on addiction, treatment, and recovery, reduce the stigma associated with the disease, and improve the understanding of addictions and the recovery process. We advocate for and with individuals and families who are affected by alcoholism and drug addiction.

sb363_tyang_FAV.pdf

Uploaded by: Ting Yang

Position: FAV

Testimony in Support of Senate Bill 363 (2022)

Public High Schools - Health Education - Gambling Dangers and Addiction
Before the Education, Health, and Environmental Affairs Committee: February 9, 2022

Dear Members of the Committee:

This testimony is in support of Senate Bill 363 (SB363), which will reduce the risk of gambling addiction in Maryland adolescents and young adults by authorizing state and county departments of education to provide an education program on the harms of gambling and gambling addiction to high school students.

Prevalence of gambling and disordered gambling in adults has increased in recent years due to expanded legalized gambling and limited awareness of the harms of disordered gambling and treatments for it. Increased prevalence of adult gambling also increases youth exposure to gambling. Early exposure to gambling intensifies the risk of gambling addiction and related health harms. Through education on the harms of gambling and risk of addiction, Maryland can expect reduced disordered gambling in youth, lowering problem gambling as these youth become adults.

Prevalence of Gambling and Disordered Gambling in Adults is Associated with Limited Awareness of Gambling Harms and Addiction.

Maryland expanded legalized gambling in the last decade. For example, in 2008 the Maryland Slot Machines Amendment was adopted allowing up to five video lottery licenses and placement of 15,000 slot machines at five casinos throughout the State, and in 2012 the Gaming Expansion Question was adopted allowing one additional casino to be constructed in Prince George's County, and sports wagering was legalized in 2021.¹ Increased exposure to gambling facilities increases risk of disordered gambling and unsurprisingly, Maryland has felt this impact. According to a 2018 study conducted by the National Council on Problem Gambling, Marylanders' gambling activities exceeded the national average in all fifteen types of gambling activities surveyed.²

Further, disordered gambling is harmful to financial, psychological, and physical health. Problem gambling is found most frequently in populations with limited ability to recover from gambling losses like older adults living on fixed incomes and people with lower socioeconomic status.³ People who live with disordered gambling may experience depression, migraine, distress, intestinal disorders, and other anxiety-related problems.⁴ As

¹ 2017 Gambling Prevalence Report
(<https://www.medschool.umaryland.edu/media/SOM/Departments/EpidemiologyandPublicHealth/MD-Problem-Gambling/Docs/2017-Gambling-Prevalence-Report-Final-rev-1.21.18.pdf>)

² 2018 NCPG survey data

³ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3004737/>

⁴ <https://www.medicalnewstoday.com/articles/15929>

much as one in five people with disordered gambling attempt suicide, a rate higher than any other addictive disorder.⁵

The current void in public knowledge of risks and resources associated with gambling is concerning. Less than 50% of Marylanders know about treatment options for gambling problems.⁶ Twenty-five percent more Marylanders gamble to win money than gamble to have fun.⁷ Incorrectly viewing gambling as an investment activity instead of an entertainment activity will make people spend more than they can afford in hopes of financial gain.

Youth Gambling and Disordered Gambling Make High School a Critical Time to Educate Youth on Gambling Harms and Addiction.

Gambling among young people is ubiquitous. The average age at which a child first gambles is 12 years old – younger than the average age for first use of alcohol, tobacco, and other drugs.⁸ According to reference literature in a case study of the Maryland Smart Choices Gambling Prevention Program, approximately 80% of students ages 12-17 have gambled for money and 35% of those students gambled once a week.⁹ Gambling peaks at age 22-30 with 89% of surveyed subjects having gambled in the last year.¹⁰ Since only 41% of high school graduates enroll in college, disordered gambling education is most likely to reach the most youth when offered in high school.¹¹

This gambling is not benign as 10-15% of youth experience problems related to their gambling.¹² Youth with disordered gambling behaviors are susceptible to serious academic, behavioral, and mental health consequences. They can experience distraction from studies, lower grades, more absences, loss of interest in once-enjoyed activities, strained peer relationships, depression, anxiety, stress, and even suicide.¹³ Other problems related to youth gambling include losing money needed for lunch, field trips, and other necessary expenses.¹⁴ Youth who gamble are 2 time more likely to use illegal drugs, 3 times more likely to smoke cigarettes or drink alcohol, and 4 times more likely to get into trouble with law enforcement.¹⁵

⁵ <https://www.seracct.org/21-for-a-reason/gambling/>

⁶ 2018 NCPG survey data

⁷ 2018 NCPG survey data

⁸ Jacobs DF. Youth gambling in North America: Long-term trends and future prospects. In: Derevensky JL, Gupta R, editors. *Gambling Problems in Youth: Theoretical and Applied Perspectives*. New York, NY: Kluwer Academic/Plenum Publishers; 2004. pp. 1–24.

⁹ Enhancing the Relevance and Effectiveness of a Youth Gambling Prevention Program for Urban, Minority Youth: A Pilot Study of Maryland Smart Choices (<https://pubmed.ncbi.nlm.nih.gov/30121840/>)

¹⁰ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4383132/>

¹¹ <https://nces.ed.gov/programs/coe/indicator/cpb#:~:text=The%20overall%20college%20enrollment%20rate%20of%2018%2D%20to%2024%2Dyear,%2D%20or%204%2Dyear%20institutions.>

¹² Youth gambling problems: a public health perspective (<https://academic.oup.com/heapro/article/20/1/69/797595>)

¹³ Enhancing the Relevance and Effectiveness of a Youth Gambling Prevention Program for Urban, Minority Youth: A Pilot Study of Maryland Smart Choices

¹⁴ <https://www.seracct.org/21-for-a-reason/gambling/>

¹⁵ <https://www.seracct.org/21-for-a-reason/gambling/>

Gambling Education Programs Can Raise Awareness of Gambling Harm and Addiction

The Maryland Smart Choices Gambling Prevention Program, a gambling education program piloted in Baltimore City Public Schools in 2014-2015, successfully raised students' awareness of gambling harms and the risk and impact of addiction.¹⁶ First, students recognized that disordered gambling in youth often accompanies other serious challenges in their lives.¹⁷ Second, student awareness of the differences between games involving *skill* and games involving only *luck* improved.¹⁸ Third, students' identification of activities that could lead to gambling addiction improved.¹⁹ The pilot program exemplifies the positive effects of education on gambling harms and addiction.

In another study from Portugal, a pre- and post-test program was performed with 111 high-school students randomly assigned to two groups (experimental and control). The findings demonstrated that youth education as an intervention was effective in improving correct knowledge about gambling, reducing misconceptions, and in decreasing the total hours spent gambling per week. The intervention was also effective in reducing the number of at-risk/disordered gamblers during the study period. Further, these findings were stable after a 6-week follow-up.²⁰

Existing and Proposed Gambling Awareness Mandates in other States

Many states, including Maryland, require problem gambling prevention education to raise awareness and prevent problem gambling. However, these types of public awareness campaigns often have a broader focus and are not as hands-on as the education program schools could offer through passage of this bill. Helping young people avoid the harms of disordered gambling through educational programming is the subject of legislative proposals across the country. The Virginia General Assembly is currently considering a bill that would require public schools to provide instruction concerning gambling and the addictive potential of gambling.²¹ Similarly, the Illinois General Assembly is considering a bill to promote public awareness regarding the impact of gambling disorders on individuals, families, and communities and the stigma that surrounds gambling disorders.²² States are taking more seriously the negative public health implications of problem gambling and are responding with policy proposals consistent with good public health practices. Educating young people to reduce the likelihood of disordered gambling establishes the necessary public health intervention without compromising Marylander's access to gambling.

¹⁶ Enhancing the Relevance and Effectiveness of a Youth Gambling Prevention Program for Urban, Minority Youth: A Pilot Study of Maryland Smart Choices

¹⁷ Enhancing the Relevance and Effectiveness of a Youth Gambling Prevention Program for Urban, Minority Youth: A Pilot Study of Maryland Smart Choices

¹⁸ Enhancing the Relevance and Effectiveness of a Youth Gambling Prevention Program for Urban, Minority Youth: A Pilot Study of Maryland Smart Choices

¹⁹ Enhancing the Relevance and Effectiveness of a Youth Gambling Prevention Program for Urban, Minority Youth: A Pilot Study of Maryland Smart Choices

²⁰ <https://link.springer.com/article/10.1007/s10899-019-09908-2>

²¹ <https://lis.virginia.gov/cgi-bin/legp604.exe?221+sum+HB1108>

²² <https://www.ilga.gov/legislation/fulltext.asp?DocName=&SessionId=110&GA=102&DocTypeId=HB&DocNum=4700&GAID=16&LegID=&SpecSess=&Session=>

Public Health Law Clinic
University of Maryland Carey School of Law
500 West Baltimore Street
Baltimore, MD 21201
Favorable SB363

Conclusion

As Maryland's legalized gambling industry has grown, disordered gambling in adults and youth has also grown. Disordered gambling has significant bearing on the health and lives of affected individuals and communities. Education can reduce problematic gambling behavior and addiction. Prevention via education is often less costly than remedy during and post addiction. SB363 will enable our youth to identify risks of gambling, harms of gambling addiction, and resources for addiction recovery, leading to healthier gambling behaviors.

SB 363 - LOI - Public High Schools – Health Educat

Uploaded by: Ary Amerikaner

Position: INFO

While the indicators do not explicitly specify gambling dangers and addiction, the framework requires age and developmentally-appropriate education related to awareness and prevention of addiction. Recognizing that it is not possible to provide detailed information on every health topic or every kind of addiction, in skills-based Health Education programs, the goal is for students to learn to recognize addiction of any kind and seek guidance from a trusted adult or helping professional.

The skills associated with this goal would include decision-making, accessing valid and reliable information, analyzing influences, and advocacy related to all types of addiction, including gambling. MSDE registers concern that instruction focused solely on the dangers of gambling and gambling addiction is not aligned with an intentionally-broader, skills-based health education approach, and may lead to confusion for local school systems.

With requirements in the Blueprint for Maryland’s Future that MSDE and the State Board develop new curricular standards and resources for every grade level designed to be used by local school systems to meet college and career readiness for students by the end of 10th grade, MSDE registers additional concerns that any unaligned processes and timelines for the completion of such similar and simultaneous work could be counterproductive both to MSDE and to local school systems.

As local school systems continue to update their curriculum in accordance with the revised standards and frameworks and look to make future changes to curricular standards as a result of the Blueprint, additional legislatively prescribed curricular mandates at this time could create implementation-based inefficiencies due to the nearly complete revision of curriculum already charged within the Blueprint.

We respectfully request that you consider this information as you deliberate **Senate Bill 363**. Please contact Ary Amerikaner, at 410-767-0090, or ary.amerikaner@maryland.gov, for any additional information.

SB 363_MSEA_Lamb_INFO.pdf

Uploaded by: Lauren Lamb

Position: INFO

**Informational Testimony regarding Senate Bill 363
Public High Schools—Health Education—Gambling Dangers and Addiction**

Senate Education, Health, and Environmental Affairs Committee

February 9, 2022

1:00 p.m.

**Lauren Lamb
Government Relations**

The Maryland State Education Association offers this informational testimony on Senate Bill 363, which would develop a program of education on the dangers of gambling and gambling addiction to be provided in public high schools and authorizing a county board of education, beginning in the 2023-2024 school year, to require each public high school in the county to include instruction on the dangers of gambling for high school students.

MSEA represents 76,000 educators and school employees who work in Maryland's public schools, teaching and preparing our almost 900,000 students for the careers and jobs of the future. MSEA also represents 39 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3-million-member National Education Association (NEA).

MSEA tenaciously advocates for the policies and programs that will give our students access to the resources they need to achieve their full potential. We understand clearly that the health and wellness of our students—both physical and behavioral—has a direct impact on their academic and nonacademic outcomes. However, MSEA has a longstanding position in opposition to legislatively mandating curriculum. We believe that it is the purview of the MSDE and the State Board of Education to develop and implement curriculum standards to meet the academic needs of the students served in Maryland's public schools. It is then the responsibility of local districts to determine how best to implement a program of study that best serves the needs of their students. We strongly believe that mandating state-wide curriculum is bad public policy.



We acknowledge that the sponsor incorporated amendments to the previous version of this legislation that removed the legislative curricular mandate and have instead made it permissible for local boards of education to require public high schools in their respective county to include this topic of instruction. This was a good step toward improving this legislation. However, we remain concerned about the amount of content already required to be covered in the health curriculum, particularly given that the course is only a ½ credit course—and how this new item could best be incorporated. We believe that local boards and educators—particularly those who are health educators, mental and behavioral health educators, and health practitioners embedded within our schools—are best suited to address this issue and to determine how best to include it into their current required course content.