

Joe Lombardo  
Governor

Richard Whitley, MS  
Director



## DEPARTMENT OF HUMAN SERVICES

DIVISION OF CHILD AND FAMILY SERVICES  
*Helping people. It's who we are and what we do.*



Marla McDade  
Williams, MPA  
Administrator

July 24, 2025

Diane Thornton  
Acting Director  
Legislative Counsel Bureau  
401 South Carson Street  
Carson City, Nevada 89701

RE: Submission of Annual Report per Nevada Revised Statutes 62B.640

Dear Acting Director Thornton:

Please see attached Fiscal Year (FY) 24 Annual Report from the Division of Child and Family Services, Department of Human Services, in accordance with Nevada Revised Statutes 62B.640.

The report provides an update on the State's Juvenile Justice System's compliance with evidence-based standards and provides an analysis of demographic information related to performance measures.

Should there be any questions, I can be reached at (775) 684-4459 or [mmcdade@dcfs.nv.gov](mailto:mmcdade@dcfs.nv.gov).

Respectfully,

A handwritten signature in blue ink, appearing to read "Marla McDade Williams".

Marla McDade Williams  
Administrator

cc: Richard Whitley, Director, Department of Human Services



**DEPARTMENT OF HUMAN SERVICES (DHS)  
DIVISION OF CHILD AND FAMILY SERVICES (DCFS)  
JUVENILE JUSTICE PROGRAMS OFFICE (JJPO)**

Fiscal Year 2024 Annual Report  
Concerning Compliance with Evidence-Based Standards  
and Analysis of Performance Measures

**Pursuant to:  
NRS 62B.640**

**July 2025**

Prepared by:

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## **Executive Summary**

The Division of Child and Family Services (DCFS) is required to submit an annual report pursuant to the Nevada Revised Statutes (NRS) 62B.640.

### **NRS 62B.640 Annual report by the Division of Child and Family Services concerning compliance with evidence-based standards and analysis of performance measures.**

On or before July 1, 2019, and on or before July 1 of every year thereafter, the Division of Child and Family Services shall submit to the Governor, to the [Juvenile Justice Oversight] Commission and to the Director of the Legislative Counsel Bureau for transmittal to the next regular session of the Legislature, a report detailing the Division's compliance with the evidence-based standards developed by the Commission pursuant to [NRS 62B.615](#) and an analysis of the data collected based on the performance measures adopted by the Division pursuant to [NRS 62H.200](#). (Added to NRS by [2017, 4383](#))

## **Background**

As required by NRS 62B.615, the Juvenile Justice Oversight Commission develops a five-year Strategic Plan that outlines policies and procedures for the use of evidence-based practices in serving youth subject to the jurisdiction of the juvenile court. The current Strategic Plan covers state fiscal years (FY) 2024–2029.

The Evidence-Based Practices Definition Matrix outlines the approved categories used in evaluating juvenile justice programs. These categories include evidence-based practices, research-based practices, evidence-informed practices, ineffective programs and harmful programs (Appendix A).

## **Compliance with Evidence-Based Standards**

This report focuses on compliance with evidence-based standards in community-based programs utilizing the Evidence-Based Practices Definition Matrix. It also shares the results of the Correctional Program Checklist (CPC) facility reviews. This tool assesses compliance with the evidence-based standards.

## **Community-Based Programs**

State and county juvenile justice agencies utilize a variety of programs and services for youths on community supervision, and all meet the requirements of evidence-based practices, research-based practices, or evidence informed. None are noted as ineffective or harmful. Figure 1 lists programs currently being utilized by the counties.

**Figure 1: Community Based Programs**

Program	Evidence-based Practices	Research-based Practices	Evidence Informed	Ineffective Programs	Harmful Programs
<b>Keep it Direct and Simple</b> - Interactive journaling series from the Change Companies focusing on problems that brought youth into treatment and providing tools and skills to make changes.	X				
<b>What About Marijuana?</b> - Teaches the risks of marijuana use, and why the use of marijuana is considered a risky behavior.	X				
<b>Girls Circle</b> - A structured support group for girls and youth who identify with female development from 9-18 years; integrates relational theory, resiliency practices, and skills training to increase positive connection as well as personal and collective strengths.		X			
<b>Forward Thinking</b> - Interactive journaling series using evidence-based strategies to assist youth involved in the criminal justice system in making positive changes to their thoughts, feelings, and behaviors.	X				
<b>Parent Project</b> - A program for parents with difficult or out-of-control children ages 11-19; designed to help parents become better parents.		X			
<b>Arise-Arise</b> – Interactive lessons including topics such as anger and conflict management, why education is important, how to find and keep a job, etc. All are discussed and analyzed during non-threatening group sessions. This curriculum assists angry, rejected, and depressed juvenile offenders develop into useful, law-abiding citizens. This program positively influences the mental health and well-being of juveniles.		X			
<b>Play by the Rules Program</b> - Teaches youth law topics to develop their sense of civic responsibility and provide them with tools needed to prevent crime, save lives, and build safer communities.			X		
<b>Anger Management</b> – Program provides individuals participating in the 12-week group treatment with a summary of core concepts, worksheets for completing between-session challenges, and space to take notes for each of the sessions.		X			
<b>Petty Larceny Program</b> – Diverts first-time offenders from placement by completing community service or paying restitution.			X		

Program	Evidence-based Practices	Research-based Practices	Evidence Informed	Ineffective Programs	Harmful Programs
<b>Leadership and Resiliency Wilderness Program</b> - A 10-week program with activities including training and weightlifting, ropes courses, hikes, community service, and white-water rafting. Activities may be grueling, pushing teens past their mental and physical comfort zones. The purpose is to provide a different outlet for teens than the negative choices they make leading them into the probation system. The program shows teens there are positive activities they can participate in as well as investing in the community and building leadership.			X		
<b>Boundaries Program</b> - Teaches youth healthy boundaries and may be geared towards juvenile sex offenders or general delinquent youth.			X		
<b>Corrective Thinking &amp; Decision Making</b> - Stresses interpersonal communication skills and confronts thought patterns which can lead to problematic behaviors with 3 components: cognitive self-change, social skills, and problem-solving skills. Lessons on cognitive self-change provide participants with a thorough process for self-reflection concentrated on uncovering antisocial thoughts, feelings, attitudes, and beliefs. Social skills lessons prepare participants to engage in prosocial interactions based on self-understanding and awareness of the impact that their actions may have on others. Problem-solving skills integrate the two other components and provide participants with a step-by-step process to address challenges and stressful situations.		X			
<b>Botvin Life Skills</b> - A substance use prevention program targeting social and psychological factors that initiate risky behaviors rather than simply educating on the dangers of drug/alcohol use.		X			
<b>Boys and Girls Club</b> - Safe place for youth to spend time which promotes a positive environment for youth to learn, have fun, and develop healthy relationships.			X		
<b>Family Resource Centers (throughout the state)</b> - Resource for families which can provide food resources, parenting classes, independent living services, and suicide prevention.			X		

## **Correctional Program Checklist (CPC)**

The evidence-based Correctional Program Checklist (CPC) is a tool developed by the University of Cincinnati Corrections Institute (UCCI) for assessing correctional intervention programs. The CPC is designed to measure whether a correctional program has the capability to deliver evidence-based programs (EBPs) and services for offenders within a secure setting.

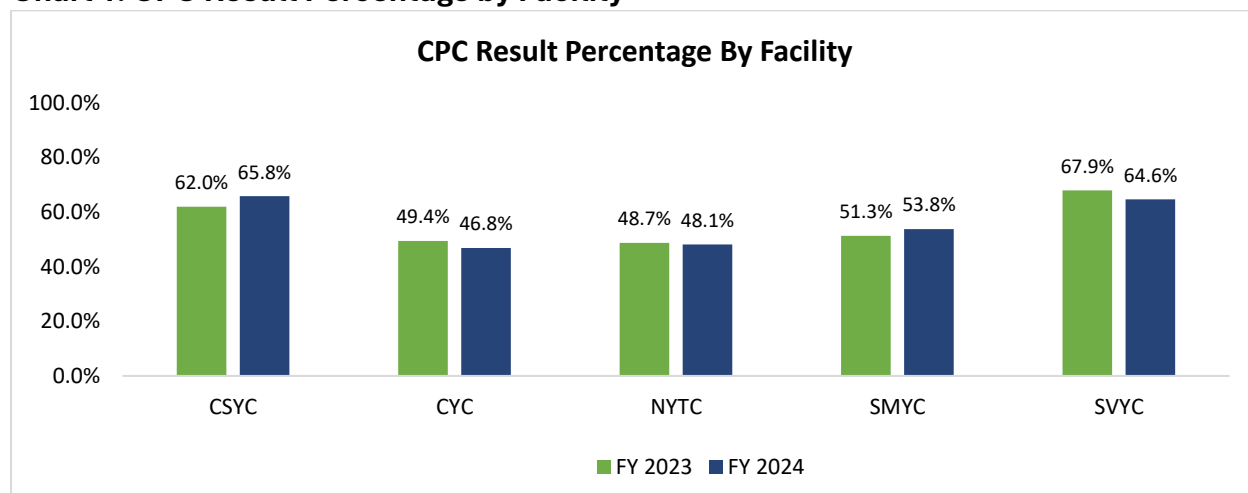
Of all facilities nationwide that use the CPC, 7% of the programs assessed have been classified as having Very High Adherence to EBP, 17% as having High Adherence to EBP, 31% as having Moderate Adherence to EBP, and 45% as having Low Adherence to EBP. Research conducted by UCCI indicates that programs that score in the Very High Adherence categories are programs with a higher likelihood of reducing recidivism.

All reviews are conducted on-site. For the purposes of this report, the most current CPC review for each facility was compared to the previous CPC review for each facility.

The following programs were assessed using the CPC:

- China Spring Youth Camp (CSYC)
- Caliente Youth Center (CYC)
- Nevada Youth Training Center (NYTC)
- Spring Mountain Youth Camp (SMYC)
- Summit View Youth Center (SVYC)

**Chart 1: CPC Result Percentage by Facility**



- *Very High Adherence to EBP = Overall score of 65 or greater*
- *High Adherence to EBP = Overall score of 55 – 64*
- *Moderate Adherence to EBP = Overall score of 46 – 54*
- *Low Adherence to EBP = Overall score of 45 or less*

**Analysis of the Data Collected Based on the Performance Measures adopted by the Division pursuant to NRS 62H.200**

Figure 2 is a list of commitment demographics for Nevada’s county juvenile justice system based on fiscal year FY 23 data compared to FY 24 data. This information is required to be reported by adopted regulation R024-20A.

**Figure 2: List of Performance Measures**

Measure	FY23	FY24
Average Age**	15.41	15.15
Gender**	75.64% Male 24.36% Female	64.29% Male 35.71% Female
Percent of youth who are minorities**	40.94%	65.5%
Number of juvenile court referrals**	14,875	15,807
Diversions**	5,094	7,569
Felony Diversions**	360	837
Gross Misdemeanor Diversions**	303	507
Misdemeanor Diversions**	4,044	6,225
Number of Arrests**	5,477	6,228
Placed in County Camp**	174	207
Committed to the State**	240	344
Placed on Formal Probation**	2,163	2,619
Out of state placements (TOTAL)*** Dual Custody youth are counted under Child Welfare	133 76 (County Probation) 13 (Youth Parole) 44 (Child Welfare)	152 74 (County Placements) 19 (Youth Parole) 59 (Child Welfare)
List of evidence-based practices per juvenile Court District**	14	14
Number of certifications to the adult system**	83	68

\*\* Juvenile Justice Data pursuant to NRS 62B.225

\*\*\* Department of Health and Human Services Data Book

*All data obtained from local departments of juvenile services. The total number of felony and gross misdemeanor felonies is not intended to match the total number of cases diverted. Diversions also include misdemeanors, status offenses, and citations. Minorities reference race categories other than White.*

**Summary Analysis of Figure 2:** The analysis of the performance measures indicated in Figure 2 compares FY 23 data to FY 24 data collected.



**Figure 3: Analysis of Performance Measures**

Measure	Analysis
Average Age	The average age of youth entering the system decreased by 0.26 years, from 15.41 years in FY 23 to 15.15 years in FY24.
Gender	In FY 23, 75.64% of youth entering the juvenile justice system were male, and 24.36% were female. In FY 24, male representation decreased to 64.29%, while female representation increased to 35.71%. This represents an 11.35 percentage point decrease in male proportion over the one-year period.
Percent of youth who are minorities	In FY 23, 40.94% of youth entering the juvenile justice system were minorities. In FY 24, that proportion increased to 65.5%.
Number of juvenile court referrals	In FY 23, there were 14,875 referrals into the juvenile justice system. In FY 24, that number increased to 15,807, representing a 6.27% increase.
Diversions (Felonies and Gross Misdemeanors)	In FY 23, there were 5,094 diversions within the juvenile justice system. In FY 24, that number increased to 7,569, representing a 48.56% increase.
Number of Arrests	There were 5,477 juvenile arrests in FY 23. That number went up to 6,228 in FY 24, which is about a 13.7% increase over the year.
Dispositions Placed in County Camp Committed to the State Placed on Formal Probation	There were increases across three key juvenile justice dispositions between FY 23 and FY 24. County Camp placements rose from 174 in FY 23 to 207 in FY 24, an 18.97% increase. Commitments to the State increased from 240 to 344, reflecting a 43.33% rise. Formal probation placements grew from 2,163 to 2,619, marking a 21.08% increase over the one year period.
Out of state placements (TOTAL)	In FY 23, there were 133 out-of-state placements. In FY 24, that number increased to 152, representing a 14.29% increase over the one year period.
List of evidence-based practices	There has been no change to the programs and services identified and utilized from FY 23 to FY 24. Refer to Figure 1, Community-Based Programs.
Number of certifications to the adult system	In FY23, there were 83 certifications to the adult system. In FY24, that number decreased to 68, reflecting a 18.67% decline over the year.

**Summary Analysis of Figure 3:** The analysis of demographic measures in Figure 3 compares FY23 data to FY24 data as gathered from Nevada counties.

## APPENDIX A

### Evidence-Based Practices Definition Matrix\*

	ELIGIBLE FOR PURPOSES OF STATE FUNDING			EXCLUDED FROM STATE FUNDING	
	Evidence-Based Practices	Research-Based Practices	Evidence Informed (to qualify, meets 1 of the bullets in each row below)	Ineffective Program	Harmful Program
<b>Effect</b>	Found to be effective		<ul style="list-style-type: none"> <li>Some evidence of effectiveness</li> <li>Experimental evaluations show that there are contradictory findings</li> <li>Effects are short in duration</li> <li>Programs that include elements of approach known to be effective (es. Cognitive behavioral programming, problem solving, skill training, etc.)</li> </ul>	Experimental evaluations failed to show significant differences between the treatment and the control group Or Based on statistical analysis or well-established theory of change, no potential to meet evidence- or research-based effect/criteria	Experimental evaluations show that the control group scored higher on targeted outcomes than did the treatment group  Practice constitutes a risk or harm
<b>Internal Validity</b>	True experimental design	Quasi-experimental design	<ul style="list-style-type: none"> <li>Non-experimental design, but statistically significant positive effects</li> <li>True experimental design, but inconsistent inference of causality</li> <li>Delivers positive results, especially related to JJOC-required performance measures, but no research</li> </ul>	True or quasi-experimental design	
<b>Type of Evidence or Research Design</b>	Randomized controlled experimental study	Quasi-experimental design	<ul style="list-style-type: none"> <li>Locally developed programming with pre/post outcome measures</li> <li>Includes programs or practices with elements of researched based programs</li> <li>Single group design</li> <li>Program matches the dimensions of a successful meta-analysis practice</li> <li>1 large, multi-site, randomized / or statistically controlled experimental study</li> </ul>	1 randomized and/or statistically controlled evaluation  Or 2 quasi-experiments and 1 randomized controlled evaluation not conducted by an independent investigator	Any design with any results indicating negative effect
<b>Independent Replication</b>	Program replication with evaluation replication.		At least 1 replication without evaluation	At least 1 replication without evaluation	Either replicated or not; with or without evaluation
<b>Implementation Guidance</b>	Comprehensive	Comprehensive	Partial	Partial or comprehensive	Possible applied studies under similar or different settings
<b>Extended Validity</b>	Applied studies: different settings (2+)	Applied studies: similar settings (2+)	Real-world informed. Somewhat evidence informed.	Applied study(s): different or similar settings	Applied study(s): different or similar settings (2+)

\*Juvenile Justice Oversight Commission's acceptable definition for evidence-based programs or services