

Nevada Family Engagement Report

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Context

Educators in Nevada were surveyed about their family engagement efficacy beliefs.

- Pre-test: Fall 2024
- Post-test: Fall 2025



Family Engagement Efficacy Beliefs of Educators (FEEB-E)

Bachman (2023)

20 Items, grouped by five domains:

- Efficacy for Collaborating for Learning
 - I am capable of assisting families in helping their children do well in school.
- Efficacy for Communicating
 - I can communicate student progress to families in ways they understand.
- Efficacy for Partnering
 - I can use data to learn how well I am engaging families in my school.
- Efficacy for Honoring All Families
 - I can demonstrate respect for families who have a different culture than mine.
- Efficacy for Embracing Equity
 - I am able to recognize my biases when interacting with families.



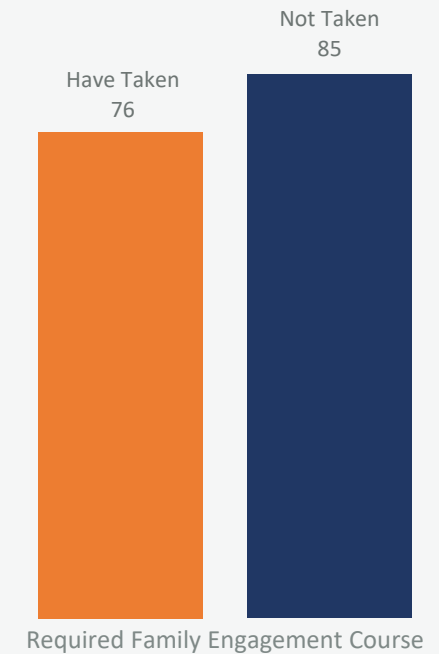
Family engagement efficacy beliefs of educators

The degree to which an educator believes themselves capable of organizing and executing the courses of action required to partner with families for improving instruction and student learning.



Participants

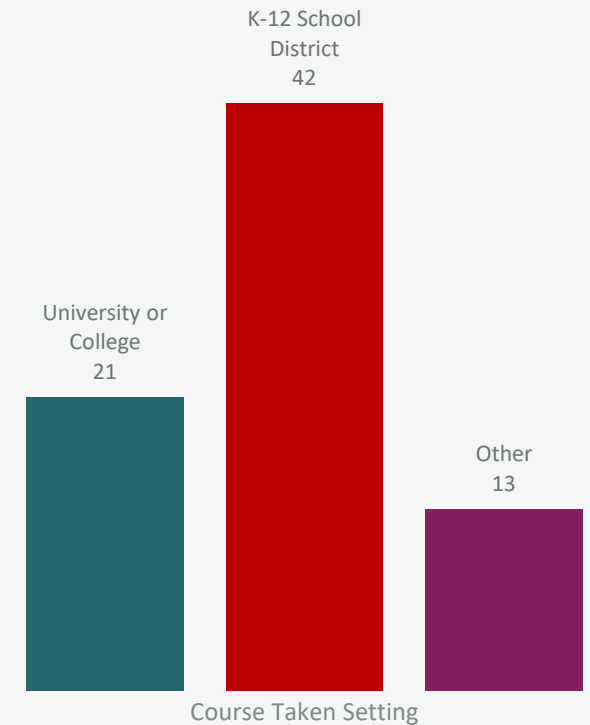
- **786** educators completed the 2025 post-test survey.
- **161** educators had also completed the 2024 pre-test survey.
- **76 educators (47.2%)** had completed their required family engagement course, while **85 educators (52.8%)** had not yet taken the course.



Participants: Course Taken Setting

Among the **76 educators** who have taken their required family engagement course:

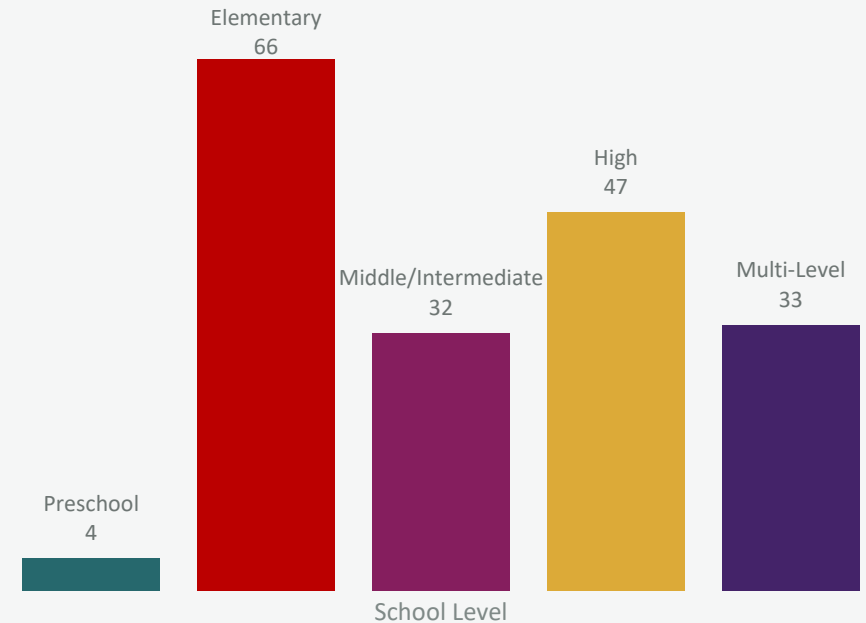
- University/College: 21 (27.63%)
- K-12 school district embedded professional development: 42 (55.26%)
- Other: 13 (17.11%)



Participants: School Level

Among the **161** participants:

- Preschool: 4
- Elementary School: 66
- Middle/Intermediate School: 32
- High School: 47
- Multi-Level (e.g., K-8, 6-12): 33



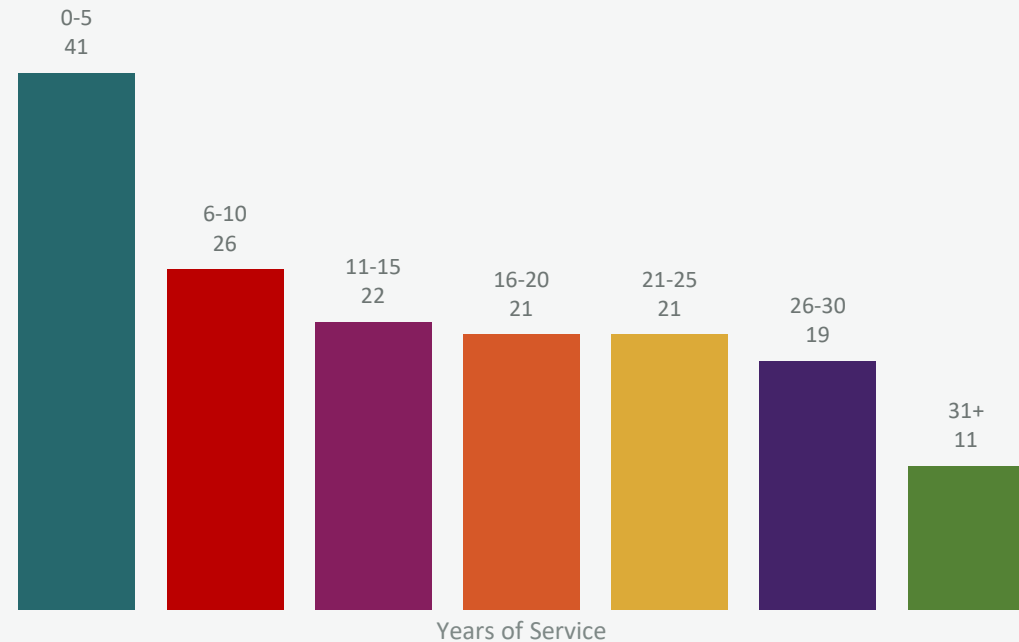
Note: This question allowed multiple selections, so some participants selected more than one option that applied to them.



Participants: Years of Service

Among the **161** participants:

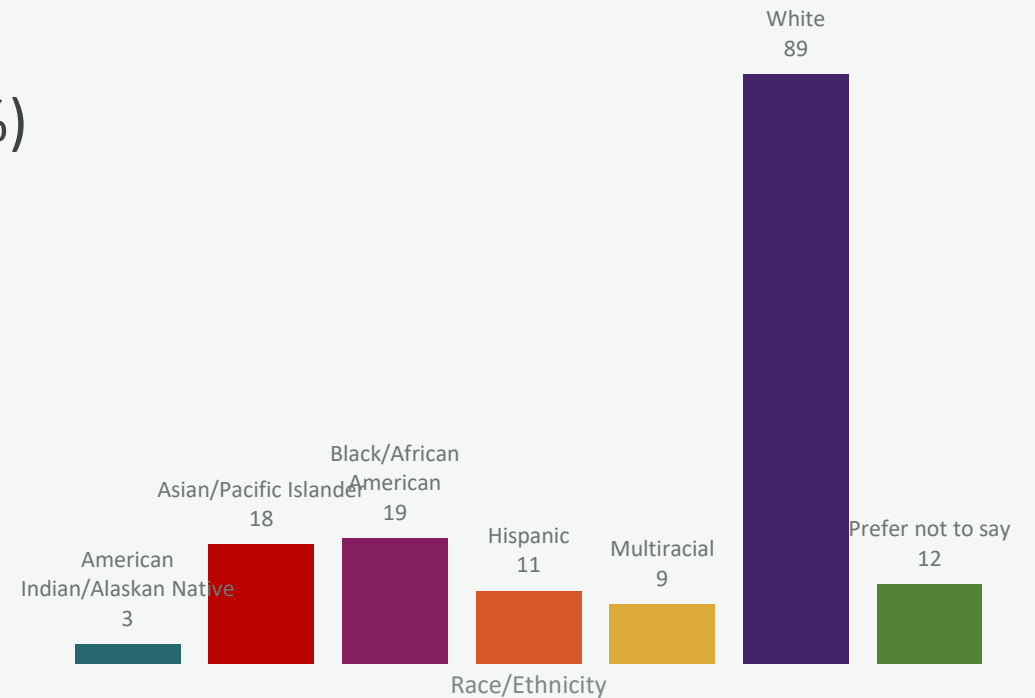
- 0-5 Years: 41 (25.47%)
- 6-10 Years: 26 (16.15%)
- 11-15 Years: 22 (13.66%)
- 16-20 Years: 21 (13.04%)
- 21-25 Years: 21 (13.04%)
- 26-30 Years: 19 (11.80%)
- 31+ Years: 11 (6.83%)



Participants: Race/Ethnicity

Among the **161** participants:

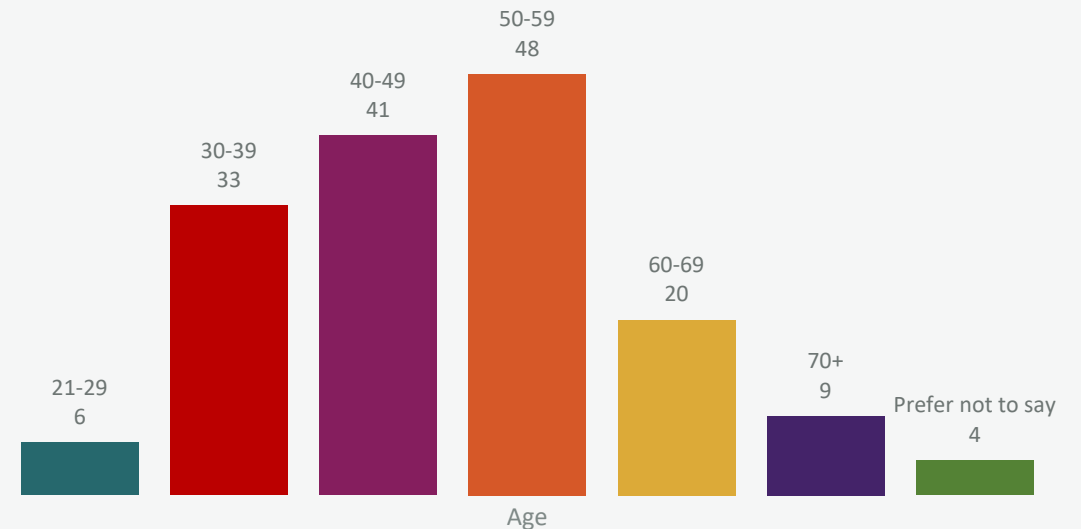
- American Indian or Alaskan Native: 3 (1.86%)
- Asian or Pacific Islander: 18 (11.18%)
- Black or African American, Not Hispanic: 19 (11.80%)
- Hispanic: 11 (6.83%)
- Multiracial: 9 (5.59%)
- White, Not Hispanic: 89 (55.28%)
- Prefer not to say: 12 (7.45%)



Participants: Age

Among the **161** participants:

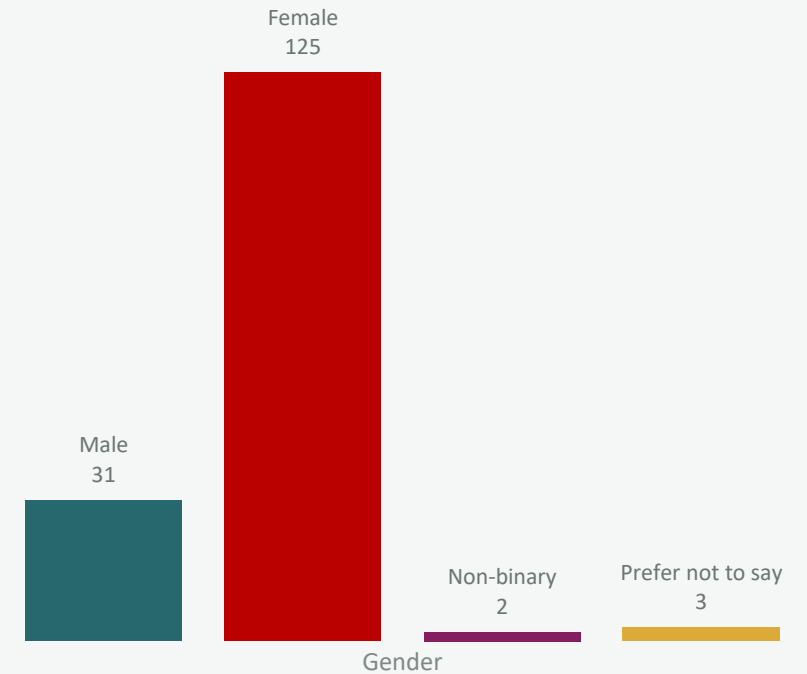
- 21-29: 6 (3.73%)
- 30-39: 33 (20.50%)
- 40-49: 41 (25.47%)
- 50-59: 48 (29.81%)
- 60-69: 20 (12.42%)
- 70+: 9 (5.59%)
- Prefer not to say: 4 (2.48%)



Participants: Gender

Among the **161** participants:

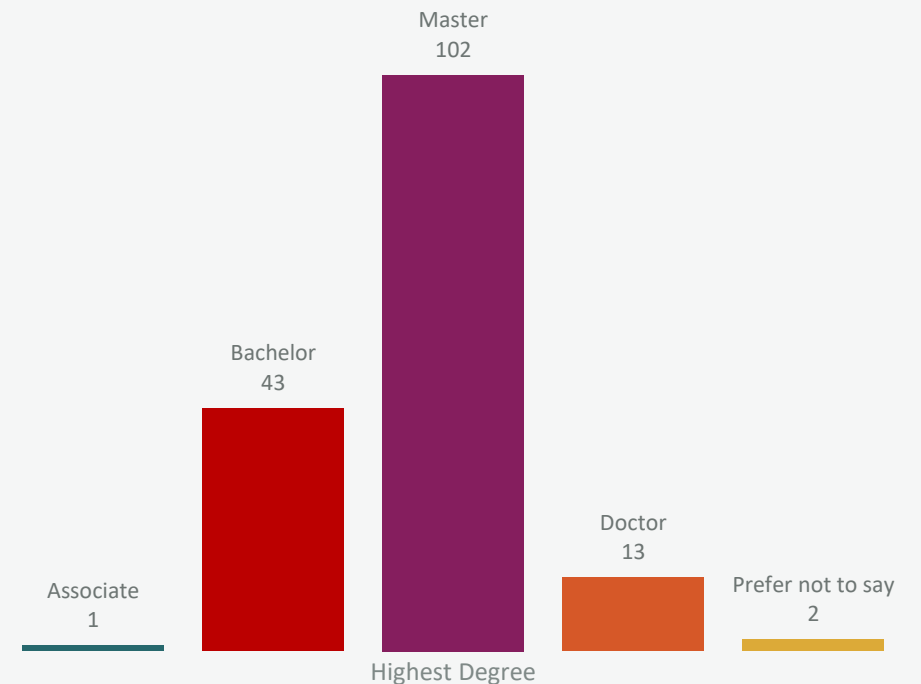
- Male: 31 (19.25%)
- Female: 125 (77.64%)
- Non-binary: 2 (1.24%)
- Prefer not to say: 3 (1.86%)



Participants: Highest Degree

Among the **161** participants:

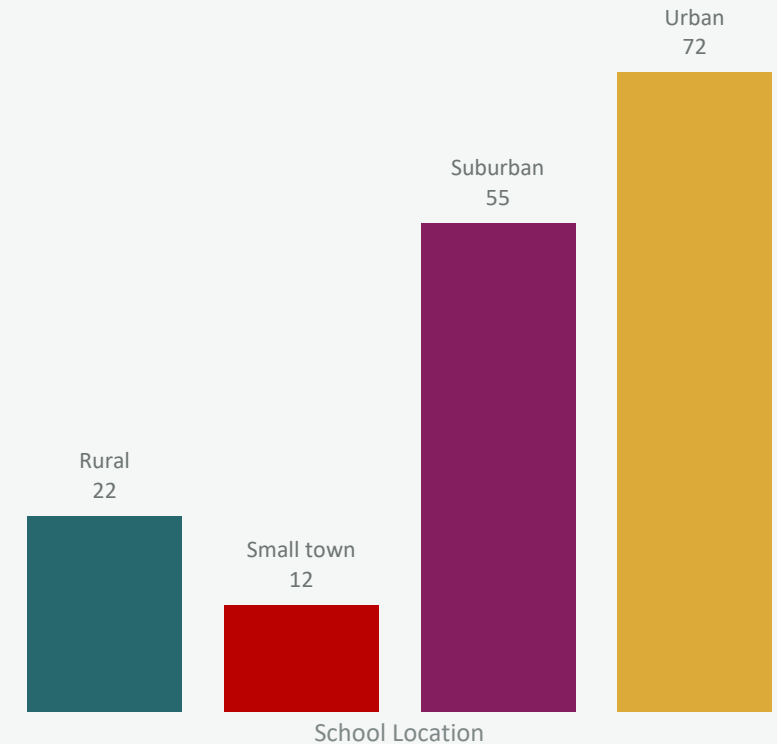
- Associate: 1 (0.62%)
- Bachelor: 43 (26.71%)
- Master: 102 (63.35%)
- Doctor: 13 (8.07%)
- Prefer not to say: 2 (1.24%)



Participants: School Location

Among the **161** participants:

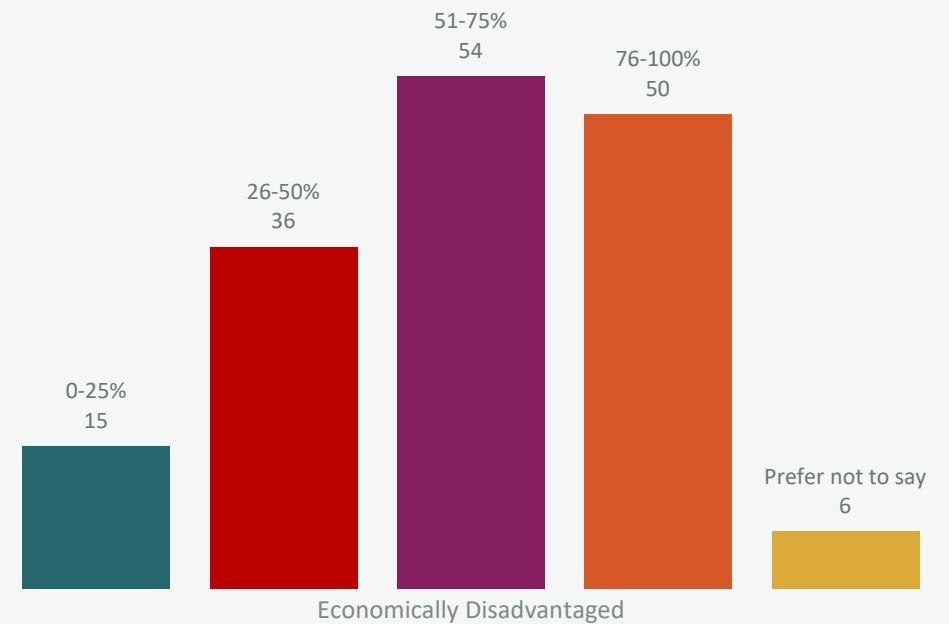
- Rural: 22 (13.66%)
- Small town: 12 (7.45%)
- Suburban: 55 (34.16%)
- Urban: 72 (44.72%)



Participants: Economic Context

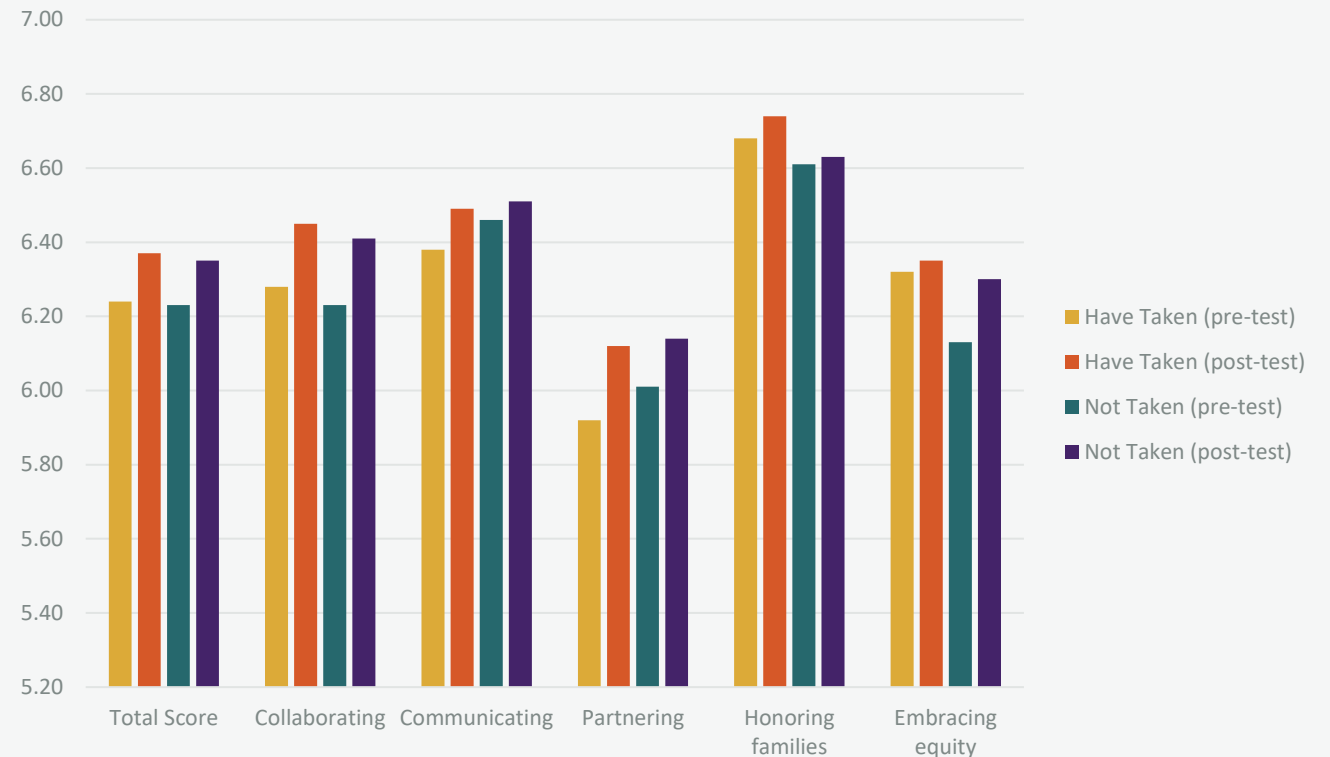
Among the **161** participants:

- 0-25%: 15 (9.32%)
- 26-50%: 36 (22.36%)
- 51-75%: 54 (33.54%)
- 76-100%: 50 (31.06%)
- Prefer not to say: 6 (3.73%)



Family Engagement Efficacy Beliefs of Educators (FEEB-E)

This graph displays overall average FEEB-E scores (7 = Very True, 1 = Very Untrue) for the state, as well as average scores for each domain of efficacy: collaborating, communicating, partnering, honoring families, and embracing equity.



Findings

- A **significant** main effect of **time** was found, $F(1, 159) = 8.21, p = .005$, partial $\eta^2 = .049$, indicating that FEEB-E scores changed from pre-test to post-test across all participants.
- The **interaction between time and course completion** ($F(1, 159) = 0.03, p = .867$) and the main effect of **course completion** ($F(1, 159) = 0.03, p = .875$) were **not significant**, suggesting that the change from pre-test to post-test was not caused by the required family engagement course.



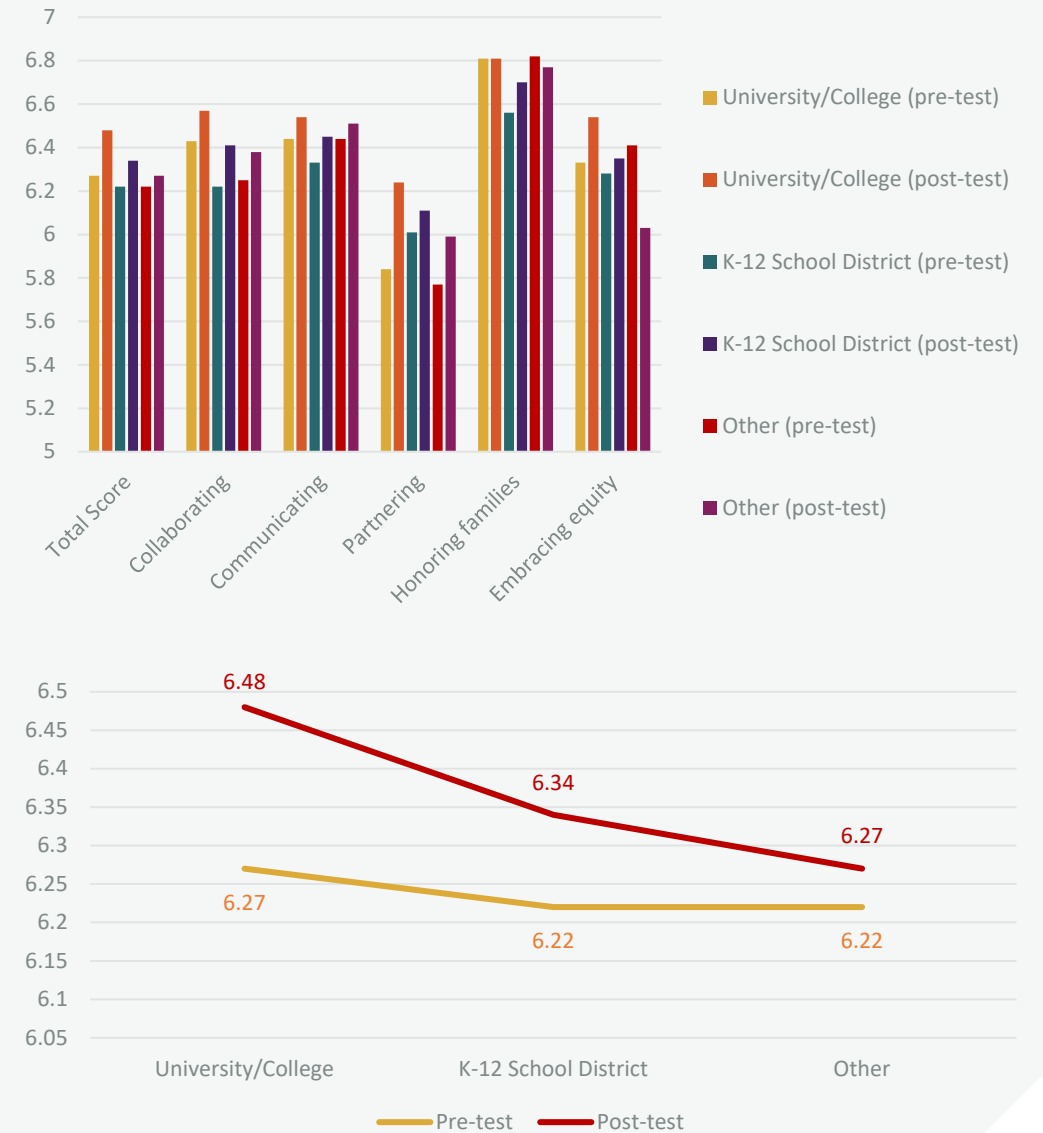
Findings

- Educators reported the **strongest** belief in **honoring all families**.
- Although **partnering** is the **weakest** domain of FEEB-B, educators demonstrated the **greatest improvement** in this domain after taking the required course.
 - Partnering items requires building connections with and between families to improve one's own work and the school overall. It also includes using data to measure the effectiveness of family engagement and prioritizing family engagement over competing tasks.



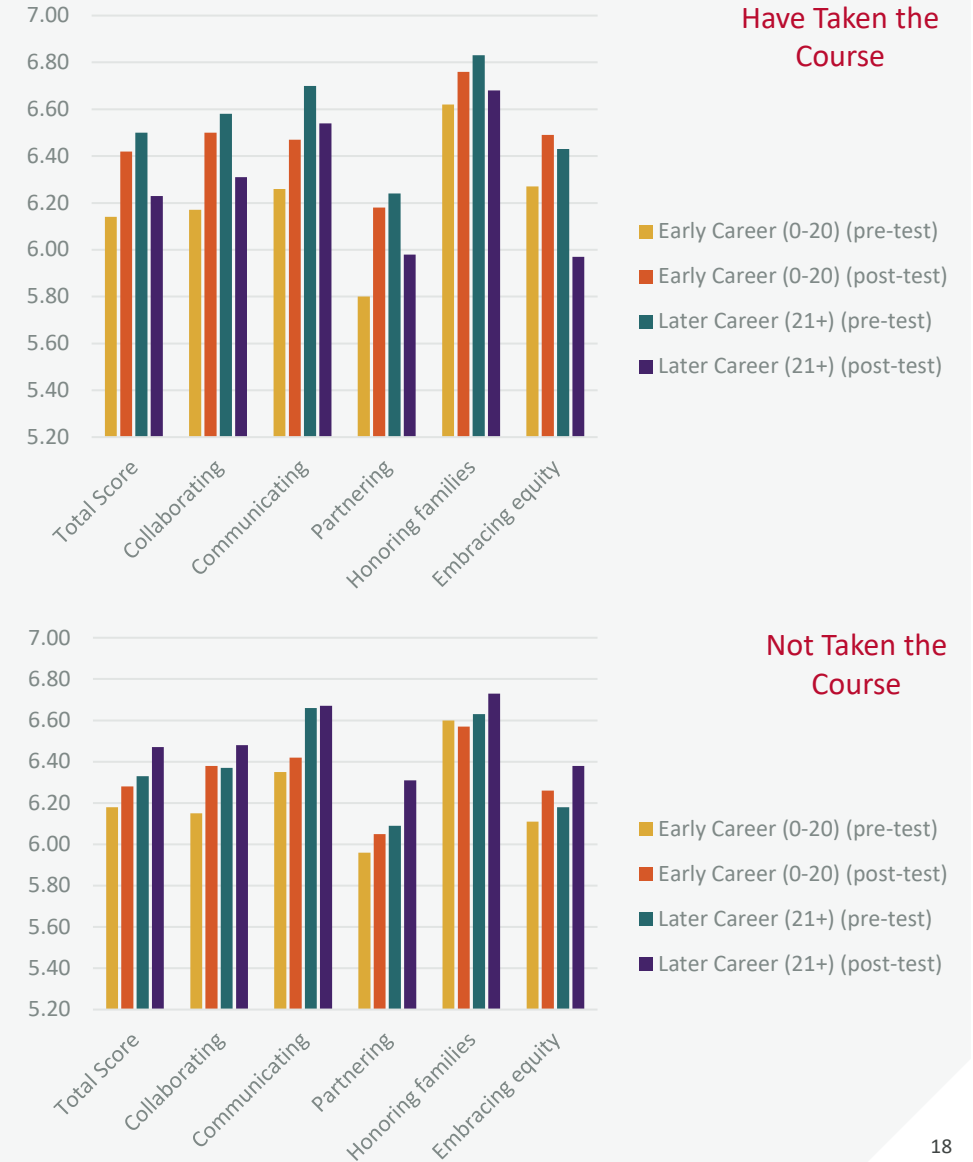
Course-Taken Setting (N = 76)

- **No significant differences** in FEEB-B scores across the course-taken settings, $F(2, 73) = .57, p = .570$.
- The average total score of those taking the course at **university/college** (N = 21) increased by **0.21** from the pre-test to the post-test, the score of those taking the course in **K-12** school districts (N = 42) increased by **0.12**, and the score of those taking the course in **other** settings (N = 13) increased by **0.05**.



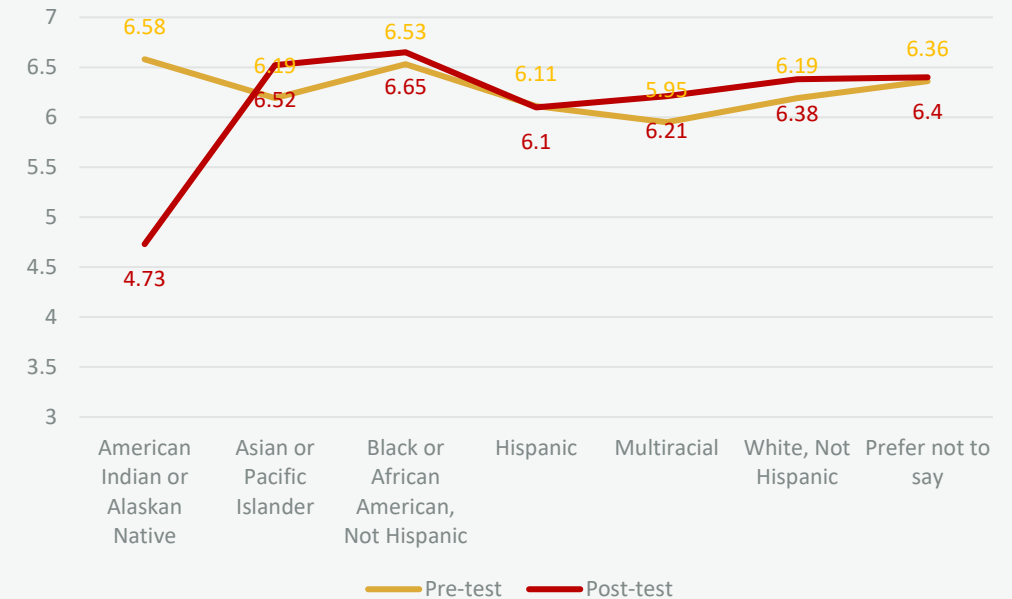
Years of Service (N = 76)

- No significant differences in FEEB-B scores across the years of service, $F(1, 74) = .37, p = .775$.
- After taking the required course, scores **increased** among **early-career** educators (0–20 years of service, N = 55), whereas scores **decreased** among **later-career** educators (21+ years of service, N = 21).
- In contrast, among educators who had not taken the required course, scores increased (except for the belief of early-career educators in honoring families) regardless of years of service.



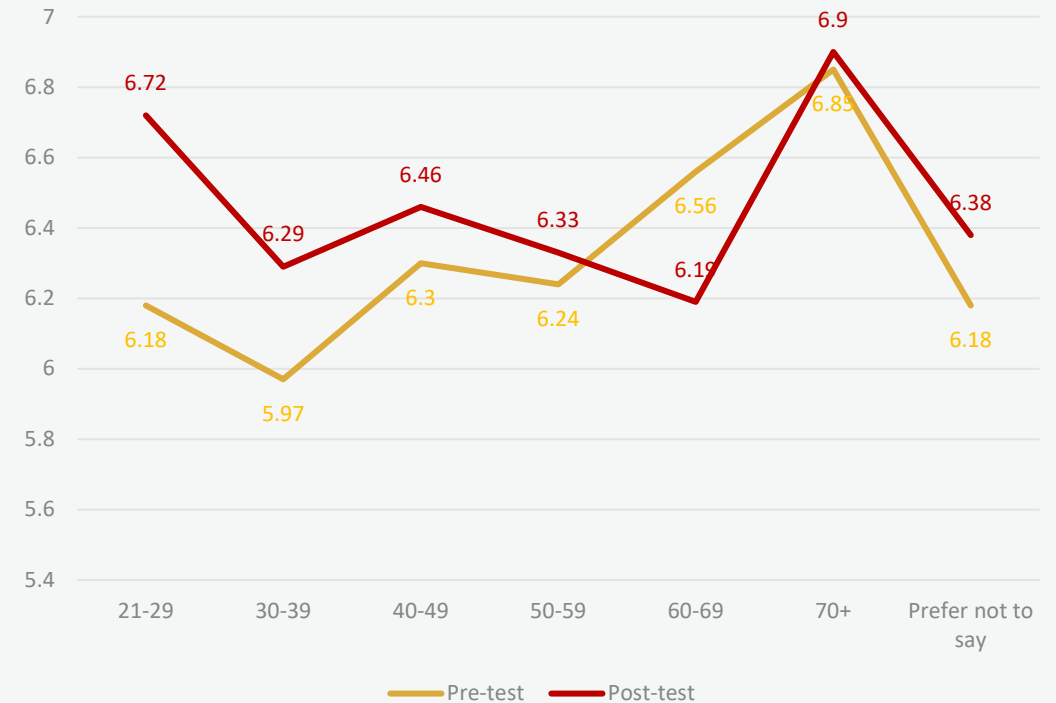
Race/Ethnicity (N = 76)

- A significant difference in FEEB-B scores across the race/ethnicity groups, $F(6, 69) = 3.88$, $p = .002$, $\eta^2 = .252$.
- Educators who identified as **American Indian or Alaskan Native** (N = 2) scored significantly **lower** on the post-test than other groups.
- Educators who identified as **Black or African American** reported the **highest** levels of confidence.



Age (N = 76)

- No significant differences in FEEB-B scores across different ages, $F(6, 69) = .56, p = .758$.
- All groups showed an **increase** in scores from pre-test to post-test, **except for the 60–69** age group (N = 9).
- **Younger** educators demonstrated **larger gains** than older educators.



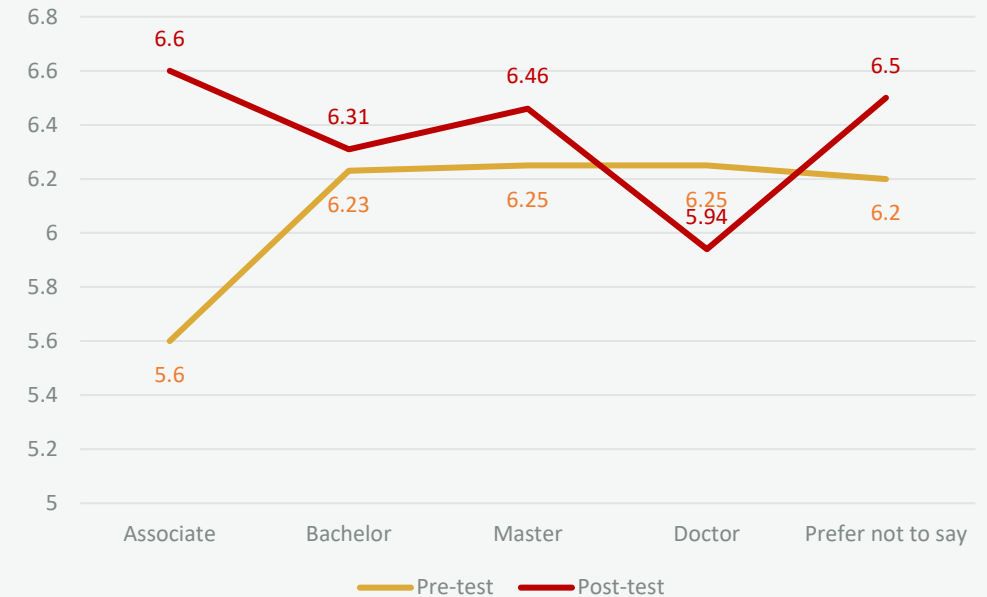
Gender (N = 76)

- No significant differences in FEEB-B scores across different genders, $F(3, 72) = .89, p = .453$.
- Overall, **male** educators (N = 11) showed a slight **decrease** of **0.13** points from pre-test to post-test, whereas **female** educators (N = 61) showed an **increase** of **0.20** points.



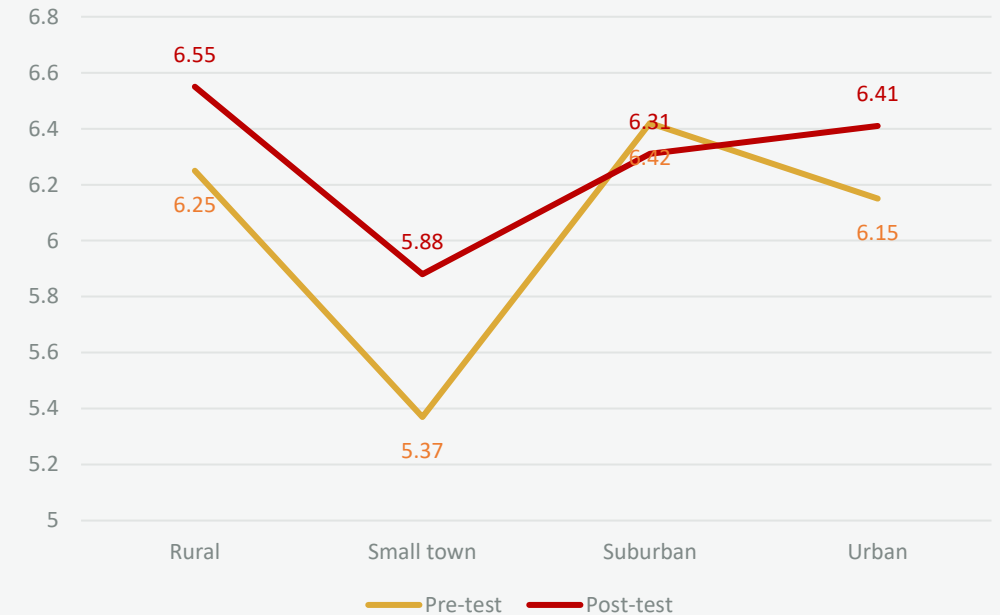
Degree (N = 76)

- No significant differences in FEEB-B scores across degrees, $F(4, 71) = 1.40, p = .244$.
- All groups showed an **increase** in scores from pre-test to post-test, **except for the Doctoral** group (N = 8),
- An educator with an **Associate's** degree demonstrated the **greatest improvement**.



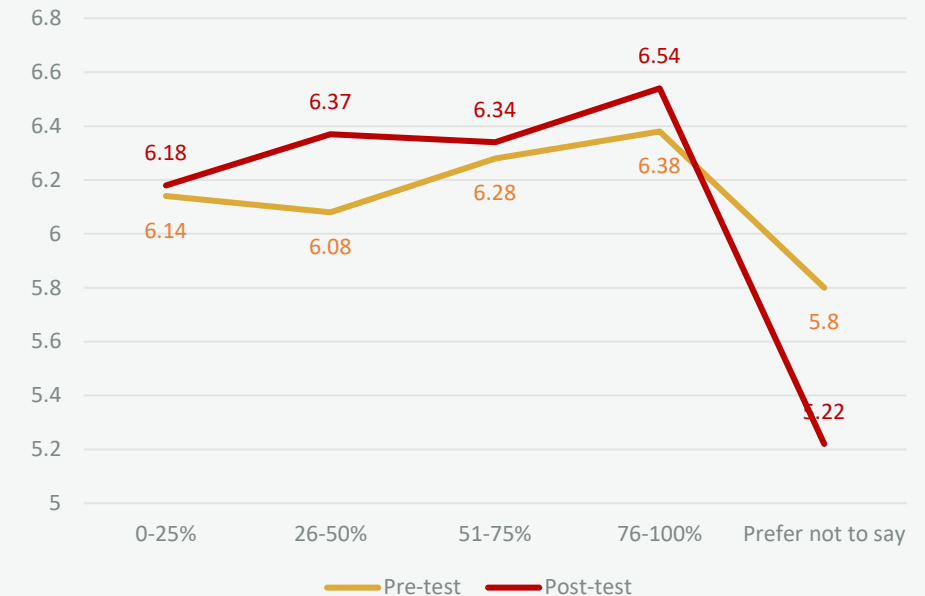
School Location (N = 76)

- No significant differences in FEEB-B scores across school locations, $F(3, 72) = 1.03, p = .383$.
- All groups showed an **increase** in scores from pre-test to post-test, **except for the Suburban** group (N = 29).
- Educators working in **small-town schools** (N = 3) showed the **greatest gain** from pre-test to post-test; however, their overall scores were still **lower** compared to other groups.



Economic Context (N = 76)

- A significant difference in FEEB-B scores across the student economic background groups, $F(4, 71) = 4.07, p = .005, \eta^2 = .186$.
- Educators who preferred not to report their students' economic background (N = 3) scored **significantly lower** than other groups and showed a **decrease** of 0.58 points.
- Educators working in schools where **26–50%** of students are economically disadvantaged (N = 19) demonstrated the **greatest improvement**.



Key Strengths of the Course

- Practical Learning Activities
- Family Engagement Plans
- Two-Way Communication Strategies
- Understanding Family Diversity
- Shifts in Mindset and Perspective



Areas for Improvement

- More Implementation Strategies and Realistic Scenarios
- Content on Navigating Barriers
- Relevance to Roles, Grade Level, and School Context
- Course Structure and Technical Improvements
- Concerns about Requirement



Conclusions

- ❖ **All educators** showed a statistically significant **increase** in family engagement efficacy beliefs over the past year; however, this growth might have been caused by time or other factors rather than the required family engagement course.
- ❖ ***Honoring all families*** is the domain in which educators express the **greatest confidence**.
- ❖ The required **FE course** had the **strongest impact** on improving educators' beliefs in the ***Partnering*** domain. However, this domain still needs the most improvement.
- ❖ FE courses offered in **university or college** settings appear to be more effective than those delivered in K–12 settings.



Conclusions

- ❖ Additional attention may be needed to strengthen **male** educators' FE efficacy beliefs.
- ❖ **Younger, early-career** educators may benefit more from taking the required FE course than educators later in their careers.
- ❖ Educators working in **small-town schools** may have a greater need for the required FE course compared to those in other settings.



Thank you!

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