



# KATHLEEN MULVANEY HOYER

---

## Summary of Professional Experience

Kathleen Mulvaney Hoyer, Ph.D., is a research scientist at Activate Research. Dr. Hoyer's work has focused on education policy and practice in schools, districts, states, and at the federal level. She has experience in both qualitative and quantitative research as well as technical assistance. Dr. Hoyer is skilled in research design, conducting literature reviews, questionnaire development, data collection (e.g., individual and focus group interviews), data analysis (qualitative and quantitative), logic model development, meeting facilitation, and report writing. Most recently, she contributed to a literature review and has facilitated meetings for the National Center for Education Statistics' (NCES) Education Statistics Services Institute Network (ESSIN) Task Order 33; engaged grantees in logic model development for work with Teacher Incentive Fund (TIF) grantees; and conducted several individual and focus group interviews with educators for a number of recent projects. She has also recently co-authored several Statistics in Brief publications released by NCES. Her areas of focus include federal, state, and local education policy, school finance, teacher policy, and educational equity. Dr. Hoyer holds a M.A. in education policy and a Ph.D. in educational leadership and policy studies from the University of Maryland, College Park.

## Work History

Activate Research, Inc., <i>Research Scientist</i>	2014 – present
American Institutes for Research, <i>Research Assistant</i>	2013 – 2013
University of Maryland, College Park, <i>Instructor</i>	2011 – 2013
University of Maryland, College Park, <i>Research Assistant</i>	2000 – 2003

## Education

Ph.D., Education Leadership and Policy Studies, University of Maryland, College Park, 2015  
M.A., Education Leadership and Policy Studies, University of Maryland, College Park, 2011  
B.A., Philosophy, University of Notre Dame, Notre Dame, IN, 2008

## Selected Project Experience

**Title:** ESSIN Task Order 11

**Client:** U.S. Department of Education, National Center for Education Statistics

**Role:** Research Scientist

**Period of Performance:** January 2017 – present

Work with colleagues to identify slate of proposed publications, engage in data analysis, and create Statistics in Brief and Data Point publications using data from across NCES.

---



**Title:** ESSIN Task Order 33

**Client:** U.S. Department of Education, National Center for Education Statistics

**Role:** Research Scientist

**Period of Performance:** March 2016 – present

Collaborate with colleagues to assist the NCES National Household Education Surveys program plan for future data collection efforts around early childhood, homeschooling, and virtual schooling. Efforts involve literature reviews and consultation with experts in the field.

**Title:** Technical Assistance for the Teacher Incentive Fund (TIF)

**Client:** U.S. Department of Education

**Role:** Research Scientist

**Period of Performance:** October 2015 – September 2017

Provided technical assistance to TIF grantees by assisting in the collection and review of information related to priority topics identified by the Department of Education in order to coordinate technical assistance tailored to TIF grantees' specific needs. Helped to refine TIF-grantee programs' logic models. In this capacity, provided training to grantees, facilitated working group sessions with grantees, and helped grantees create rigorous, stakeholder-supported logic models.

**Title:** Regional Education Library-Midwest Reporting

**Client:** U.S. Department of Education, National Center for Education Evaluation and Regional Assistance

**Role:** Research Scientist

**Period of Performance:** February 2014 – January 2017

Assisted in the development and writing of a report on differences in educational expectations and attainment for students in rural and non-rural areas.

## **Selected Publications and Presentations**

Hoyer, K. M., & Sparks, D. (2017). *Instructional time for third- and eighth-graders in public and private schools: School year 2011-12* (NCES 2017-076). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Molefe, A., Burke, M. R., Collins, N., Sparks, D., & Hoyer, K. (2017). *Postsecondary educational expectations and attainment for rural and nonrural students* (REL 2017–forthcoming). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest.

Malkus, N. and Hoyer, K.M. (2016). *Instructional Staff Salary and Benefits Spending: 1991– 2011*, NCES 2016-156, National Center for Education Statistics, Washington, DC

Malkus, N., Hoyer, K.M., and Sparks, D. (2015). *Teaching Vacancies and Difficult-to-Staff Teaching Positions in Public Schools*, NCES 2015-065, National Center for Education Statistics, Washington, DC.

Cunningham, B.C., Hoyer, K.M., and Sparks, D. (2015). *Gender Differences in Science, Technology, Engineering, and Mathematics (STEM) Interest, Credits Earned, and NAEP Performance in the 12th Grade*, NCES 2015-075, National Center for Education Statistics, Washington, DC.

---



Rice, J.K., Malen, B., Jackson, C., and Hoyer, K.M. (2016). Administrator Responses to Financial Incentives: Insights from a TIF Program. *Leadership and Policy in Schools*. DOI: 10.1080/15700763.2016.1205201

Rice, J.K., Malen, B., Jackson, C., and Hoyer, K.M. (2015). "Time to Pay Up: Analyzing the Motivational Potential of Financial Awards in a TIF Program," *Educational Evaluation and Policy Analysis*, 37(1), 29–49.

Malen, B., Rice, J.K., Matlach, L.K.B., Bowsher, A., Hoyer, K.M., and Hyde, L. (2015). "Developing Organizational Capacity for Implementing Complex Education Reform Initiatives: Insights from a Multi-year Study of a Teacher Incentive Fund (TIF) Program," *Educational Administration Quarterly*, 51(1), 133–176.