



KATHLEEN MULVANEY HOYER, PH.D.

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. 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 is a certified reviewer for the What Works Clearinghouse (WWC) at the Institute for Education Sciences (IES). She 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>	2010 – 2013

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 Publications and Presentations

Bahr, S., Sparks, D. & Hoyer, K. M. (2018). *Why didn't students complete a Free Application for Federal Student Aid (FAFSA)? A detailed look* (NCES 2018-061). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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 2017-257). 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). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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

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). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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*, 16(3), 475-501.

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.

Rice, J.K & Hoyer, K.M. (2014). Professional development. In D. Brewer & L. Picus (Eds.), *Encyclopedia of Education Economics and Finance*. Thousand Oaks, CA: Sage.
