



KIMBERLY CURTIS, PH.D.

Summary of Professional Experience

Dr. Curtis is a research scientist at Activate. She is an experienced qualitative researcher with extensive experience utilizing a variety of qualitative data collection methods including interviews, focus groups, surveys, field observations, and primary and secondary source document analysis. Among other projects, Dr. Curtis researches and writes publications for NCES's Publications, Educational Analysis, and Reporting for Sample Surveys (PEARSS) project. As a part of her work with the Education Statistics Services Institute Network's (ESSIN) Task 33, Dr. Curtis assisted the NCES National Household Education Surveys program (NHES) plan for future data collection efforts by conducting cognitive interviews with homeschooling parents. For the Policy and Program Studies Services (PPSS) Analysis Resources and Quality Assurance III (PARQA III) Project, Dr. Curtis provided quality control and editorial support to the Department of Education's Research Review of State Unsafe School Choice Option Policies. Prior to joining Activate, Dr. Curtis worked at the University of Maryland where she coordinated a multi-site mixed methods evaluation of a school finance initiative for Prince George's County, Maryland Public Schools. She holds a master's and a doctorate degree in education policy studies from the University of Maryland, College Park.

Work History

Activate Research, Inc., <i>Research Scientist</i>	2016 – present
University of Maryland, <i>Research Associate</i>	2012 – 2014
World Bank, <i>Educational Consultant</i>	2000 – 2001
University of Maryland, <i>Research Assistant</i>	1999 – 2001
Academy for Educational Development, <i>Project Coordinator</i>	1993 – 1998

Education

Ph.D., Education Policy Studies, University of Maryland, College Park, 2011
M.A., Education Policy Studies, University of Maryland, College Park, 2002
B.A., History, University of Michigan, Ann Arbor, 1992

Selected Publications and Presentations

Academy for Educational Development. (1998). *Strengthening Achievement in Basic Education Project Final Report*. Washington, DC: U.S. Agency for International Development.

Malen, B., Curtis, K., Sinclair, K., Croninger, R., Garcia, A. & Egan, L. (2013). *In pursuit of equity, autonomy and improvement: A study of the student-based budgeting initiative in Prince George's County Maryland*. Upper Marlboro, MD: Prince George's County Public Schools.

Mintrop, H., Curtis, K. & Plut-Pregeli, L. (2004). Schools moving toward improvement. In *Schools on Probation: How Accountability Works (and Doesn't Work)* (pp. 69-88). New York, NY: Teachers College Press.

Mintrop, H. & Curtis, K. (2004). Schools stuck in low performance. In *Schools on Probation: How Accountability Works (and Doesn't Work)* (pp. 89-103). New York, NY: Teachers College Press.
