

Katharine Parham Malhotra

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EDUCATION

2023 Ph.D. **Columbia University**, Teachers College
Education Policy

Dissertation: “Whose IDEA Is This? A Cost-Effectiveness Analysis of the Federal Emphasis on Inclusive Education”

Committee: Sarah Cohodes (chair), Nora Gordon, Jeffrey Henig, Douglas Ready, and Aaron Pallas

2017 M.P.P. **Georgetown University**, McCourt School of Public Policy
Public Policy

2011 B.A. **University of South Carolina**, South Carolina Honors College
Political Science *with Honors*

ACADEMIC APPOINTMENTS

2023– **University of Virginia**, School of Education and Human Development
Postdoctoral Research Associate

AFFILIATIONS

2018– **Columbia University**, Consortium for Policy Research in Education (CPRE)
Senior Research Scientist (Affiliate) (2023–)
Researcher (2018–23)

PUBLICATIONS

Peer-Reviewed Journal Articles

Malhotra, K. P. (2024). Whose IDEA is this? An examination of the effectiveness of inclusive education. *Educational Evaluation and Policy Analysis (in press)*. [[link](#)]

Malhotra, K. P. (2024). Charter schools and special education: Systemic challenges and opportunities for innovation. *Journal of School Choice*, 1-21. [[link](#)]

Cohodes, S. R. & **Parham, K. S.** (2021). Charter schools' effectiveness, mechanisms, and competitive influence. In *Oxford Research Encyclopedia of Economics and Finance*. Oxford University Press. [Also released as NBER Working Paper 29477]. [\[link\]](#)

Kim, E. S., Flack, C. B., Wohlstetter, P., & **Parham, K. S.** (2021). Equity in secondary career and technical education in the United States: A theoretical framework and systematic literature review. *Review of Educational Research*, 91(3): 356-396. [\[link\]](#)

Manuscripts Under Review

Malhotra, K. P. Inclusive education economies: The costs of enhancing access for students with disabilities.

Malhotra, K. P. A unified conceptual framework for systems-level decision-making on inclusive education for students with disabilities.

Attaway, D. S., **Malhotra, K. P.**, & Atteberry, A. Experimental evidence on the effect of full-day pre-kindergarten on early elementary special education designations.

Works in Progress

The effect of full-day pre-kindergarten on English language learner progress in the early grades: Evidence from a randomized controlled trial, with Allison Atteberry.

New evidence on how financial bonus amounts affect teacher retention, with Allison Atteberry, Justin Doromal, and Deiby Mayaris Cubides Mateus.

The impact of Louisiana's April Dunn Act on graduation and postsecondary outcomes for students with disabilities, with Elizabeth Huffaker.

Special staying power: Unraveling the impact of credentialing policies and financial incentives on special education teacher retention and effectiveness, with Allison Atteberry and Mimi Engel.

Benefits for life: Effects of intentionally diverse charter schools on long-term social and academic student outcomes, with Rebecca Schmoys, Douglas Ready, and Sonia Park.

Policy Reports and Public Commentary

Wohlstetter, P. & **Parham, K.** (2021, January 3). "It's Time for Boldness, Not Retreat: Centering School Reopening Efforts Around Addressing Inequities." Teachers College Newsroom. [\[link\]](#)

Parham, K. S. (2016). *Exceptional Circumstances: Issues in Early Childhood Special Education*. Policy Paper. Washington, DC: New America. [\[link\]](#)

Parham, K. S. (2016, July 21). "New Report: Extended School Day May Not Be Improving Early Reading in Florida." *Education Policy Blog*. Washington, DC: New America. [\[link\]](#)

Parham, K. S. (2016, June 8). “Local Communities Are Stepping Up to Fund Pre-K.” *Education Policy Blog*. Washington, DC: New America. [\[link\]](#)

Parham, K. S. (2016, May 5). “5 Things Teachers Aren’t Learning About How Children Learn.” *Education Policy Blog*. Washington, DC: New America. [\[link\]](#)

Parham, K. S. (2016, April 7). “Reading Recovery Program Closing Literacy Gap for Early Readers.” *Education Policy Blog*. Washington, DC: New America. [\[link\]](#)

Parham, K. S. (2016, February 25). “Nationwide Bipartisan Trend: State Pre-K Funding Increases.” *Education Policy Blog*. Washington, DC: New America. [\[link\]](#)

Parham, K. S. (2016, February 11). “Closing the Gap: What Effective Teaching Can Do in the Early Years.” *Education Policy Blog*. Washington, DC: New America. [\[link\]](#)

Parham, K. S. (2016, January 29). “Universal Pre-K Could More Than Pay for Itself.” *Education Policy Blog*. Washington, DC: New America. [\[link\]](#)

GRANTS AND FELLOWSHIPS

2024–25	MIT Charter School Research Collaborative Grant (\$75,000)
2022–23	American Educational Research Association / National Science Foundation (AERA-NSF) Dissertation Grant (\$27,500)
2021–22	Student Affairs Research Dissertation Fellowship, Teachers College, Columbia University (\$6,000)
2018–21	Doctoral Research Fellowship, Department of Education and Social Analysis, Teachers College, Columbia University (\$75,000)

HONORS AND AWARDS

2024	Emerging Education Policy Scholar, Thomas B. Fordham Institute and the American Enterprise Institute (AEI)
2019	Education Policy Academy Scholar, American Enterprise Institute (AEI)
2019–20	Melinda & Kenneth Krei Annual Fund Scholar, Teachers College, Columbia University
2018–19	Sharon Y. Nickols Annual Fund Scholar, Teachers College, Columbia University
2018–19	Donna E. Shalala Annual Fund Scholar, Teachers College, Columbia University
2015–17	McCourt School of Public Policy Academic Merit Scholar, Georgetown University
2013	Segal AmeriCorps Education Award
2011	Algernon Sydney Sullivan Award, University of South Carolina
2011	University Libraries Undergraduate Research Award, Honors Thesis, University of South Carolina
2010–11	Phi Beta Kappa, University of South Carolina
2007–11	South Carolina Palmetto Fellows Scholar, University of South Carolina

PEER-REVIEWED CONFERENCE PRESENTATIONS

- 2025 **Malhotra, K. P.** & Atteberry, A. (March). “The Effect of Full-Day Pre-Kindergarten on English Language Learner Progress in the Early Grades: Evidence from a Randomized Controlled Trial.” Presentation at the Association for Education Finance and Policy (AEFP) Annual Conference, Washington, DC.
- Atteberry, A., Doromal, J., **Malhotra, K.**, & Cubides, M. (March). “Understanding the Effects of Financial Bonuses on Child Care Staff Retention in Maryland.” Presentation at the Association for Education Finance and Policy (AEFP) Annual Conference, Washington, DC.
- 2024 Attaway, D. A., **Malhotra, K.** & Atteberry, A. (November). “Cost-Effectiveness of Adding Full-Day Pre-K to Reduce SE Designations throughout Elementary Grades.” Presentation at the Association for Public Policy Analysis and Management (APPAM) Fall Research Conference, National Harbor, MD.
- Malhotra, K. P.** (September). “Inclusive Education Economies: Dispelling Myths on Staffing Costs and Enhancing Access for Students with Disabilities.” Presentation at the Society for Research on Educational Effectiveness (SREE) Conference, Baltimore, MD.
- Malhotra, K. P.** (March). “A Unified Conceptual Framework for Decision-making on Inclusive Education.” Presentation at the Council for Exceptional Children (CEC) Convention and Expo, San Antonio, TX.
- 2023 **Malhotra, K. P.** (November). “Whose IDEA Is This? The Cost-Effectiveness of the Federal Emphasis on Inclusive Education.” Presentation at the American Educational Research Association-National Science Foundation (AERA-NSF) Fall Research Conference, Washington, DC.
- Malhotra, K. P.** (April). “Whose IDEA Is This? The Cost-Effectiveness of the Federal Emphasis on Inclusive Education.” Presentation at the American Educational Research Association (AERA) Annual Conference, Chicago, IL.
- Malhotra, K. P.** (March). “Whose IDEA Is This? The Cost-Effectiveness of the Federal Emphasis on Inclusive Education.” Presentation at the Association for Education Finance and Policy (AEFP) Annual Conference, Denver, CO.
- 2021 **Parham, K. S.** (September). “The Effectiveness of Inclusion for Students with and without Disabilities.” Presentation at the Society for Research on Educational Effectiveness (SREE) Conference, Arlington, VA (Virtual).
- Parham, K. S.** (May). “The Effectiveness of Inclusion as a Guiding Special Education Policy.” Presentation at Association for Public Policy Analysis and Management (APPAM) Student Research Online Seminar Series (Virtual).

- 2019 Wohlstetter, P., Flack, C., Kim, B., and **Parham, K. S.** (April). “The Equity Implications of Career and Technical Education in the Era of ESSA.” Presentation at the American Educational Research in Education (AERA) Annual Conference, Toronto, ON.
- 2017 **Parham, K. S.** (April). “A Real Choice? Examining the Effectiveness of Charter School Alternatives to Traditional Public Schools for Economically Disadvantaged Students in Ohio.” Presentation at the Association for Public Policy Analysis and Management (APPAM) DC Regional Student Conference, Arlington, VA.

TEACHING EXPERIENCE

† *Co-Instructor*, * *Teaching Assistant*

Postsecondary Teaching

Teachers College, Columbia University

- 2019, 2020 EDPA 5002: Data Analysis for Policy and Decision Making II (*Ph.D./Masters*)*
- 2019 ORLA 4025: Resource Allocation to Improve Student Achievement, Summer Principals Academy (*Masters/Practitioners*)†
- 2019 EDPA 6002: Quantitative Methods for Evaluating Education Policies and Programs (*Ph.D./Masters*)*

Georgetown University

- 2017 PPOL 503: Advanced Regression and Program Evaluation Methods, McCourt School of Public Policy (*Masters*)*
- 2016 UNXD 130: Community-Based Service for Social Action (*Undergraduate*)†

K-12 Teaching and Leadership

ReNEW Schaumburg Elementary School, New Orleans, LA

- 2014–15 *Assistant Principal*
- 2013–14 *Second Grade Teacher and Team Lead*

Pride College Preparatory Academy, New Orleans, LA

- 2011–13 *Special Education Teacher*

OTHER PROFESSIONAL EXPERIENCE

- 2017–18 **U.S. Senate Education Committee**, Washington, DC
Education Policy Fellow
- 2016 **U.S. Department of Education**, Washington, DC
Public Policy Fellow

PROFESSIONAL SERVICE AND AFFILIATIONS

Journal Reviewer (Ad-Hoc)

Journal of Policy Analysis and Management, Educational Evaluation and Policy Analysis, American Economic Journal: Economic Policy, American Educational Research Journal, The Economic Journal, Early Childhood Research Quarterly, Cogent Education, Frontiers in Education

Conference Proposal Reviewer

American Educational Research Association (2021, 2022, 2023, 2024, 2025)

Association for Education Finance and Policy (2024, 2025)

Society for Research on Educational Effectiveness (2021, 2023, 2024)

Council for Exceptional Children (2024, 2025)

Mentoring

2024– Mentor, Georgetown University McCourt School Alumni Mentorship Program

2023– Mentor, University of Virginia Undergraduate Education Policy Associates

2022–24 Mentor, University of South Carolina Undergraduate Mentorship Program

University and Local Service

2023–24 Member, Postdoctoral Association Professional Development Committee,
University of Virginia

2016–17 President, EduWonks Graduate Student Organization, Georgetown University

2013–14 Member, Start the Adventure in Reading (STAIR) Committee, New Orleans, LA

2010–11 President, Phi Beta Kappa, University of South Carolina

2008–11 Student Representative, Curricula and Courses Committee, University of South
Carolina

Affiliations

2023– Council for Exceptional Children (CEC)

2018– American Educational Research Association (AERA)

2018– Association for Education Finance and Policy (AEFP)

2018– Society for Research on Educational Effectiveness (SREE)

2017– Association for Public Policy Analysis and Management (APPAM)