



JoAnn Hsueh

Director of MDRC's Family Well-Being and Children's Development Policy Area

JoAnn Hsueh is the Director of MDRC's Family Well-Being and Children's Development Policy Area, bringing expertise in the development of young children, early childhood education, and advanced quantitative methods for estimating impacts of education social policies on low-income children and families. Hsueh has spent her career conducting research and evaluations at the intersection of social, economic, and educational policies and practices that aim to improve outcomes for low-income adults, families, and children. Her research has focused on strengthening evidence-based policy and practice in the areas of early care and education, Early Head Start, Head Start, and preschool programming; two-generational approaches with the dual focus of enhancing children's outcomes and parental employment, educational, and economic self-sufficiency outcomes; family-focused and parenting interventions aimed at strengthening the nature of family interactions among mothers, fathers, and their children; and employment-based antipoverty and welfare programming. She is currently the principal investigator and project director of the VIQI Project, a large-scale, rigorous study that aims to test different curricular and professional development models, and understand sources of variation in the successful installation and implementation of these interventions, across Head Start and community-based early care and education settings serving 3- and 4-year-old children to explore how different features of quality and teacher practices are affected and relate with children's development outcomes. She is the principal investigator of the Institute for Education Sciences Early Learning Network study of the Boston Public Schools' policies and programming and how children's learning environments support school success during prekindergarten and early elementary school years. The study focuses on children's experiences in the classrooms, at home, after school, and over the summer that may promote or inhibit academic success by third grade. She has published numerous reports and journal articles, presented her work to interdisciplinary audiences, and developed strong collaborative relationships with multiple stakeholders, policy makers, practitioners, and funders.