



Ivelisse Caraballo, a devoted educational advocate and mother of two, is committed to guaranteeing that every child enjoys a comprehensive, high-quality, and equitable educational journey. Driven by a profound passion for educational equity, Ivelisse has dedicated herself to being a catalyst for change, striving to ensure that all students are well-prepared for both college and 21st-century careers.

A product of the Boston Public Schools, Ivelisse felt under-prepared for the rigors of a four-year college education upon graduating high school. Reflecting on her own struggles within urban education and her desire to end the intergenerational transmission of poverty. Through both experience and in-depth research on the causes and consequences of educational inequities in urban school communities, Ivelisse knew that she could not leave her children's education in anyone else's hands. She also understood that she would have to work with schools while informing other families about issues in urban education in order to collectively and collaboratively truly impact change. As she states, "when I fight for my children's education, I'm also fighting for those that are going to be there after them."

Over the years, Ivelisse has worked to promote systemic change in Boston, Brockton, Worcester, Pittsfield and the greater Boston area schools through family and community organizing. She has worked to elevate the voices of marginalized communities and has created a Brockton Chapter where she chairs the district's Parent Advisory Council, is a member of the Oversight Committee for the Brockton Community and Family Center and leads parent workshops in partnerships with the district's Parent Engagement Specialist.

Overall, Ivelisse is committed to empowering parents through knowledge given what she describes as a "huge learning curve" regarding understanding how schools can better serve students. Additionally, she is devoted to ensuring that schools are culturally responsive to the needs of the parents that they serve. Specifically, Ivelisse is interested in collaborating with schools as partners to shift the way family engagement has been done historically in a more intentional and meaningful manner. Such an approach characterizes students' and families' unique cultural differences as valuable aspects of the learning environment and provides teachers and students with the foundation to develop deeper connections among themselves. Moreover, an asset-based approach to parent engagement provides space for families to craft their own narrative about what they have to offer schools while also building a sense of community between schools and families.