



Candidate for Minnesota House District 08B

Jun 24, 2026

Yes/No questions

1. Have you visited a public school in your district in the past year?

No

Q2. ESP living wage: Will you support legislation to ensure that all education support professionals earn a living wage of at least \$25 an hour?

Yes

Q3. Due to significantly below-market compensation for teachers, most school districts in Minnesota are having difficulty filling teaching jobs, and state colleges report a continued decline in the number of graduates from teacher preparation programs. Would you support creating a minimum salary for all licensed Minnesota teachers of \$60,000 a year and an \$80,000 minimum salary for licensed teachers with 10 years of experience and a master's degree?

Yes

Q4. Will you support increasing state funding to ensure the financial sustainability of educator public pension funds, so the cost doesn't come out of workers' pockets?

Yes

Q5. Will you support improving teacher pensions, including an unreduced career rule, lowering penalties, and increasing cost of living adjustments for retirees?

Yes

Q6. Do you support the creation of and funding for the Educator Group Insurance Program (EGIP), which would give educators access to a mandatory statewide health insurance pool, just like other state workers?

Yes

Q7. Do you support dedicated funding for unemployment insurance for hourly school workers, and will you work against any efforts to repeal this benefit?

Yes

Do you support the following education funding priorities?

Q8a. Maintain the current automatic inflationary increase to the basic formula allowance, protecting funding increases from the erosion of inflation.

Yes

Q8b. SPED cross subsidy: Fully fund special education costs instead of relying on school districts to pay for them.

Yes

Q8c. EL cross subsidy: Fully fund the costs districts pay to provide quality English learner programs and instruction.

Yes

Q8d. Lower class sizes: Lower class sizes so teachers can give students more of the individual attention they need and deserve.

Yes

Q8e. Teachers of color: Fund programs to increase the number of teachers of color significantly so that teachers providing instruction better reflect the students in our classrooms.

Yes

Q8f. Student support: Defend Student Support Personnel Aid, which must be used for school nurses, social workers, counselors and psychologists.

Yes

Q8g. Defend against further cuts to school library aid, which is the only dedicated funding source for school libraries and media centers, including

Yes

Q8h. Early learning: Preserve and expand pre-Kindergarten options for all Minnesota families.

Yes

Q9. Would you commit to raising revenue to ensure the wealthiest corporations and richest households pay what they truly owe in taxes so every student, no matter what they look like or where they live, can attend a fully funded public school that prepares them to pursue their dreams?

Yes

Q11. Fully funded schools require adequate and stable revenues. Will you oppose tax cuts and carve outs that lower tax collections or narrow the tax base?

Yes

Q12. Efforts to address college affordability in the last two decades have resulted in 120% growth in the State Grant Program. One consequence of this high tuition/high aid model has been the chronic underfunding of the public college systems. Do you support returning to statutory funding levels for our public higher education institutions?

Yes

Q13. Another consequence of this high tuition/high aid model has been a significant amount of public money going to private colleges and universities. Do you support public dollars going solely to public higher education institutions?

Yes

Q14. Given nationwide attacks on higher education, do you support academic freedom and faculty control of curriculum?

Yes

Q17. Education Minnesota believes all students should have the freedom to feel safe, respected and welcomed in their public schools, no matter what they look like, no matter their country of origin, whether transgender or not. Do you agree?

Yes

Q18. Teachers need more time daily for planning and differentiating. Most after-school "prep" is filled with meetings. The current statute falls short of the time needed for preparing lessons. Will you support adjusting this statute to increase prep time?

Yes

Q19. Do you support paid, dedicated time outside of student contact time for special education teachers to complete their paperwork and attend required meetings?

Yes

Q20. Do you support increased reporting and transparency in worksite safety when reporting physical injuries and emotional trauma in the workplace?

Yes

Q21. The ability of workers to come together in a union and bargain collectively has been vital for reducing wage gaps by gender, building the middle class, and limiting wealth inequality in Minnesota. Do you support expanding and strengthening workers' rights to join a union and bargain collectively?

Yes

Q22. Will you oppose any legislation or constitutional amendments that would weaken collective bargaining rights, the right to organize, the right to strike, automatic payment of union dues, union access and activities at worksites or other anti-union policies backed by anti-worker groups?

Yes

Q23. Do you oppose state tax credits for private K-12 education tuition and expenses?

Yes

Q24. Will you support a moratorium on new charter schools until policy changes are made to ensure a stronger accountability system that will eliminate fraud and improve instructional and employment practices?

Yes

Q25. Will you reject all efforts to carve out, delay or rollback any aspects or benefits of the 2023 paid family medical leave law?

Yes

Q26. Do you support clarifying and strengthening workers' rights and protections in the paid family medical leave program?

Yes

Q1a. If yes: Which one? What were your observations from your visit? How will this experience inform your work as a legislator?

Last year, I did multiple visits from language immersion, to meeting with student groups, to doing "principal for a day". This year, I've organized with educators, especially in response to Operation Metro Surge and legislative priorities, but I haven't done a visit. I'd like to set up another visit in the district this summer/fall, if still possible.

Q10. Education Minnesota believes in restoring fairness to the state tax code by raising revenue from the very wealthiest corporations and richest households and reducing the reliance on local levies to fund schools. What progressive, equitable ways to raise state revenue do you support?

Over my four years in office, I have intentionally served on the House Tax Committee and as Co-Chair of the POCI Caucus, partnering with leaders like Aisha Gomez to turn our community values into tax policy that materially improves people's lives. I believe the tax code can be a force for good—helping us care for our children and elders, strengthen public education, and address deep racial and economic inequities. What and who we tax—and what we choose to fund—reveals who we value as a state. Today, the wealthiest 1% of Minnesotans hold nearly a third of our state's wealth while too many schools remain dependent on local levies to provide the resources students deserve. I support establishing a fifth income tax tier for the wealthiest households, ensuring large corporations pay their fair share, protecting and expanding the Child Tax Credit, and reforming tax expenditures that disproportionately benefit those at the top (ie my bill to redirect \$100M away from those who own 2+ homes, towards our public goods). These investments can reduce reliance on local property taxes and provide sustainable funding for public education, smaller class sizes, student support services, and universal childcare and beyond. I was also proud to work behind the scenes in support of the constitutional amendment on Minnesota's Permanent School Fund, allowing voters to increase annual distributions to public schools by 1%, without raising taxes. Minnesota's educators and families should not have to fundraise for their futures while billionaires accumulate unprecedented wealth. Together, these policies reflect our belief that public education is one of our greatest collective responsibilities, and that those who have benefited the most from our economy should contribute more (including at least on the same level as working people) to ensuring every child has the opportunity to reach their full potential and dreams.

Q15. What individual or system-level decisions in education do you believe are appropriate to make based on standardized test scores?

Standardized test scores can be a useful tool when they are used to support students and improve systems—not to punish students, educators, or schools. At the individual level, test results can help identify where a student may need additional support, inform personalized learning plans, and provide one data point among many for educators and families to understand student progress. However, no single test should determine a student's potential, advancement, graduation, or worth. As a parent of a student in the Misaabekong Ojibwe immersion program, I know firsthand that testing can be stressful for students and educators alike, particularly when language, cultural, or other barriers are involved. While assessments can provide valuable information, standardized tests are often blunt instruments that fail to capture the full picture of a student's learning, strengths, creativity, growth, and lived experiences -- standardized test scores correlate strongly with a student's family income, race, and zip code.

At the system level, aggregated test data can help identify persistent inequities, resource gaps, and opportunities for systems improvement. But rather than focusing solely on so-called "achievement gaps," we should examine opportunity gaps: whether students have access to diverse teachers, small class sizes, culturally relevant curriculum, mental health supports, school nurses, counselors, paraprofessionals, strong learning environments, and holistic supports outside of the classroom. Test scores should be used to inform investments and improvements, not justify cuts or punitive measures. Ultimately, the best educational decisions come from a multi-pronged approach that combines equitable data with educators' insights, student and family input, and community voice.

Q16. Most educators believe students should have access to a wide range of age-appropriate books that include relatable characters and situations that reflect the diversity of Minnesota families. However, certain politicians and big money groups are trying to remove books from school libraries across America, particularly books with LGBTQ+ characters or those that deal with racism in America. How should Minnesota protect its students' freedom to read?

My compass is clear: nothing about us without us. As the first openly trans non-binary person elected to the Minnesota Legislature and the only Two Spirit legislator currently serving in the U.S., I know firsthand how powerful it can be for a young person to see themselves represented in a book. From classrooms, the Capitol, to Congress, to the Courts—it's not just about the books they're banning or symbols they're seeking to resurrect, it's about the rights they're stripping away. In this moment, as authoritarian forces attempt to erase trans-2S people, undermine disability services, and roll back racial and gender justice -- our liberation is tied together. Last year, the Trans/Queer and POCI Caucuses held listening sessions across Greater Minnesota and remain hell-bent on protecting our human rights, freedoms, and advancing a truly multi-racial democracy.

Over my four years in the Legislature, we have protected students' freedom to learn by banning book bans in public, K-12, and university libraries, investing in public libraries, defending educators and librarians, and passing student-led initiatives like Ethnic Studies and Indigenous Education for All. By following the leadership of Minnesota youth, we have also strengthened health education standards, expanded access to gender-inclusive restrooms, school counselors, and mental health supports, ensuring every student can see themselves fully, authentically, and accurately reflected in their schools.

Public schools should be places of curiosity, critical thinking, and belonging—not political censorship. Decisions about educational materials belong with educators, librarians, students, and families, not politicians or well-funded special interests seeking to erase perspectives—or entire communities—they disagree with. Every child deserves the opportunity to learn, explore ideas, and see themselves in the pages of a book. Protecting the freedom to read is about more than access to books—it is about safeguarding the foundations of a multiracial democracy, where every person belongs, every story matters, and no one is erased.

Q27. How would you support schools, educators and students in recovering from the trauma and financial impacts that Operation Metro Surge inflicted upon our state, especially BIPOC communities?

Our state continues to be devastated by the manufactured crisis of "Operation Metro Surge" and on-going attacks by the federal government -- namely ICE, HSI, CBP, DHS, and more. Racist thugs continue to terrorize our family and neighbors even after a so-called drawdown. The POCI and Queer Caucus have been at the forefront of fighting back against ICE and federal agents still in Minnesota. This session, we hit the ground running with a slate of bills, including those that passed the Senate, but not a gridlocked House: No profiteering agreements between ICE/DHS and local governments. No ICE in childcare facilities, schools or colleges, courthouses, or hospitals. No secret police hiding behind masks, guns or chemical munitions by *State or* Federal agents. We're fighting to protect our neighbors by banning license plate readers and giving a remedy to hold federal agents civilly liable, banning tear gas and flash bang grenades, and holding the federal government through our tax system. While obstruction from House Republicans has made progress difficult, the work continues to abolish DHS/ICE to stop this playbook in MN and anywhere else.

This session, I led the efforts to secure \$40M in emergency rental assistance (rent & utilities help to all 87 counties & Tribes, no matter your documentation status) for families and workers impacted by ICE and evictions -- Minnesotans are facing record-high evictions and rising housing insecurity as families need action now, and I'm incredibly proud that we delivered on that promise and responsibility. We also appropriated \$3M for legal support, \$10M in food support to food shelves and food banks, and state funding is helping immigrants and people of color to get outdoors and access mental health and healing but it is scraps in comparison to the need.

As Co-Chair of the POCI Caucus, we're focused on co-leading the efforts alongside poci & immigrant communities for coordinated policies, at the state and national level, that combine civil rights protections with real recovery investments—housing stability, legal aid, small business and worker supports, and more. Such as my work with Amnesty International and the Human Rights Watch, which just today launched our report detailing how the federal government caused a human rights crisis in Minnesota and proposes recommendations to stop ongoing abuse and remedy past/ongoing harm to our communities -- Mental health to housing, accountability, and sweeping reforms needed to prevent future violations. Ultimately, every level of government must follow the leadership of our communities, such as the AG and Hennepin County who launched the Transparency and Accountability Project to submit evidence, investigate, and prosecute federal agents for crimes against Minnesotans. We can and must act with speed and courage to defend human rights and do whatever it takes to begin the long road of accountability and recovery towards a government for the many, not the money.