

Candidate for Minnesota Senate District 32

Jun 25, 2026

Yes/No questions

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

Yes

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?

Yes. I work every school day at Blaine High School in the Anoka-Hennepin School District, where I have served as a paraeducator for seven years. In that role, I support students in classrooms and hallways, see how staffing levels, class sizes, and mental health supports affect learning, and work alongside dedicated educators who are doing more with less. Our district has faced real strain around funding, insurance costs, and near-strike conditions, which has shown me how quickly instability at the bargaining table turns into child care gaps, canceled activities, and stress for families and staff. As a legislator, I will bring this firsthand experience to fight for stable, adequate funding, fair contracts for all school employees, and the support students need to thrive in our public schools.

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?

I support restoring fairness to our tax code by asking the ultra-rich and the largest corporations to pay more, instead of balancing school budgets on local levies and working families. When big corporations use our roads, schools, and workforce to make record profits, they should contribute their fair share so small towns and school districts are not forced into endless referendums just to keep class sizes reasonable and buses running. I would support progressive options like higher brackets on very high incomes, closing corporate loopholes, and targeted taxes on luxury and speculative income, while protecting middle-class homeowners and renters. That new revenue should first go toward fully and equitably funding public schools statewide, reducing reliance on property taxes, and ensuring every zip code has strong schools.

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

I do not support using standardized test scores to make high-stakes decisions about individual students, teachers, or schools, such as decisions about promotion, graduation, or employment. As a paraeducator, I see every day that a single test on a single day cannot capture a student's full abilities, especially for students with disabilities, English learners, or kids experiencing trauma or poverty.

I believe test scores should be used in a limited way as one diagnostic tool among many—to help identify broad trends, highlight where extra resources or support might be needed, and inform instruction, with educators on the ground having the final say. Decisions about students and schools should be based on multiple measures and professional judgment, not driven by test scores alone.

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?

Minnesota should protect students' freedom to read by keeping age-appropriate, diverse books on our shelves and rejecting coordinated censorship campaigns that target LGBTQ+ students and honest teaching about race. Families already have the right to decide what their own children read; what we cannot allow is a small group of ultra-conservative politicians and big-money national groups deciding what every family's child is allowed to see.

I will oppose book bans, support clear opt-out processes for individual families, and back state protections that prevent politically motivated attacks on school libraries and educators who are simply trying to make sure every student can see themselves, and their neighbors, reflected in our public schools.

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?

Operation Metro Surge has left real trauma and financial harm in our schools and neighborhoods, especially in BIPOC communities, and we cannot pretend it was “cost-free” just because it was called public safety. I would push for dedicated state funding to help districts hire more counselors, social workers, and culturally responsive staff; expand trauma-informed practices, and provide grants to community organizations already supporting students and families on the ground. I also support transparent, independent evaluation of the operation’s impacts, with a focus on school attendance, mental health, and economic loss in affected communities, and using that data to shape reforms so we do not repeat these mistakes.

Finally, I will champion measures that rebuild community trust—limit state cooperation with federal overreach that terrifies working families, and ensure local voices center any future public safety strategy.