



Candidate for Minnesota House District 32A

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?

Over the past year, I have visited both Waite Park Elementary, where my stepson attends school, and Sunrise Elementary, where my nephew is a student. In prior years, I was also an approved school volunteer. In addition, my sister serves as a school psychologist in the Anoka-Hennepin School District, giving me regular insight into the challenges facing students, educators, and support staff.

What stood out to me most was the dedication of educators and staff who continue to do extraordinary work despite increasing demands on their time and resources. I saw firsthand the importance of student support services, strong family engagement, and creating learning environments where every student feels safe, supported, and able to succeed.

As a legislator, these experiences will remind me that education policy is not theoretical. Every funding decision, staffing decision, and legislative mandate impacts real students, educators, and families. I will prioritize listening to educators and school staff, supporting adequate school funding, strengthening student support services, and ensuring schools have the resources they need to meet the needs of all learners.

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 believe every Minnesota student deserves access to a high-quality public education regardless of their ZIP code, and that requires a stable and equitable funding system. We rely too heavily on local property taxes and levies, which can create disparities between communities.

I support reviewing tax expenditures and corporate tax preferences to ensure they are producing meaningful public benefits. I also support asking the wealthiest individuals and most profitable corporations to contribute their fair share so that Minnesota can continue investing in public education, infrastructure, and workforce development.

As a legislator, I would evaluate revenue proposals through two lenses: fairness and effectiveness. Our goal should be to build a sustainable revenue system that reduces inequities between districts while ensuring schools have predictable funding that keeps pace with inflation and growing student needs.

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

Standardized tests can provide useful information about broad educational trends, achievement gaps, and whether interventions are helping students reach learning goals. They can be a valuable tool for identifying where additional resources and support may be needed.

However, I do not believe standardized test scores should be used as the sole or primary measure of a student's potential, an educator's effectiveness, or a school's success. Throughout my own educational journey, I have seen how standardized testing can fail to capture the full picture of a person's abilities, experiences, leadership, resilience, and potential for success.

As an educator and attorney, I believe assessments should be one tool among many. Policymakers should use testing data to identify challenges and direct resources, not to punish students, educators, or schools. We should focus on student growth, critical thinking, problem solving, and real-world readiness, while recognizing that students learn and demonstrate knowledge in different ways.

The goal of assessment should be improvement and support, not labeling or limiting opportunities.



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?

I believe students benefit from access to a broad range of age-appropriate books and perspectives. Public schools should help students develop critical thinking skills, empathy, and an understanding of the diverse communities that make up Minnesota and our country.

Decisions about library collections should be made by educators, librarians, and school professionals using established educational standards and review processes, not by political pressure campaigns. Parents should remain engaged in their children's education and have opportunities to raise concerns through transparent local processes, but a small group should not be able to restrict access for all students.

As both an educator and an attorney, I believe in the importance of intellectual freedom, academic inquiry, and access to information. Students should be prepared to engage thoughtfully with a wide range of ideas and experiences.

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?

Schools are often the most trusted institutions in a community. When families experience fear, uncertainty, or trauma, students bring those experiences with them into the classroom, affecting attendance, learning, mental health, and overall well-being.

My commitment to this issue is personal. My father is a school bus driver in Spring Lake Park. Like many educators and school employees, he serves students every day and helps ensure they arrive at school safely. As a Black man, recent events have reinforced my concerns about how fear and uncertainty can affect not only students and families, but also the public employees who serve them.

Minnesota should continue investing in counselors, social workers, psychologists, and other student support professionals who help students process trauma and succeed academically. We should also ensure schools have clear guidance, adequate resources, and strong partnerships with community organizations so educators can focus on teaching while students feel safe, supported, and ready to learn.

As a legislator, I will work to ensure that every student, regardless of background, has access to a safe and welcoming learning environment and that schools have the resources necessary to support both students and the professionals who serve them.