

Candidate for Minnesota Senate District 38

Jun 29, 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?

I've had the opportunity to visit Monroe Elementary, Maple Grove High School, and Brooklyn Center Elementary. Each visit deepened my commitment to fighting for our students and educators.

At Monroe Elementary, I was struck by the empty seats in the classrooms during Operation Metro Surge. Every child who isn't in their seat is a child missing out on instruction, connection, and opportunity. That image stays with me when I'm at the Capitol fighting for wraparound supports and community investments that help keep students safe, stable, and in school.

At Maple Grove High School, I saw the meaningful improvements they've made to their building and learning environment. It was a great example of what's possible when communities invest in their schools. But it also reminded me that not every district has the same resources to make those improvements, and that my job is to help level that playing field so every school can offer students an environment where they can thrive.

At Brooklyn Center Elementary, I saw firsthand how investing in outdoor learning spaces can expand and enrich what's possible for our students. Watching kids engage and light up in that environment was a great reminder that learning doesn't have to be confined to four walls.

What I heard and saw across all three schools reinforces exactly why I show up every session fighting for equitable school funding, competitive teacher pay, mental health resources for students, and investments in every child regardless of their zip code. Our students deserve legislators who know their schools by name and by experience.

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 student, regardless of where they live, or how much their family earns, deserves a fully funded public school that prepares them for the future.

Our current system relies too heavily on local property taxes and levies to fund schools, which means the quality of a child's education is dependent on the wealth of their zip code.

I support restoring fairness to our state tax code by ensuring the wealthiest corporations and richest households pay what they truly owe.

Closing corporate tax loopholes that allow large, profitable corporations to dramatically reduce their Minnesota tax liability while our schools go underfunded.

Strengthening the capital gains tax so that wealth accumulated through investments is taxed more fairly relative to the wages working families depend on.

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 one data point among many but they should never be the defining measure of a student's worth, a teacher's effectiveness, or a school's quality. The over reliance on standardized testing as the primary lens for education decision making has caused real harm, and Minnesota needs a more honest, holistic approach.

Our current state testing system was not designed with all students in mind. Students with learning disabilities and emotional and behavioral disorders are too often forced into a one size fits all testing structure that doesn't account for how they learn, process information, or demonstrate knowledge. Many of these students carry significant anxiety around test-taking. Anxiety that doesn't reflect a lack of ability or effort, but rather a mismatch between the assessment tool and the student in front of it.

Students with learning disabilities often perform below grade level in reading, math, or science and yet demonstrate remarkable strengths, creativity, problem-solving ability, and resilience in other areas that standardized tests simply don't capture. When we reduce these students to a score, we erase everything that makes them capable, whole human beings with real futures ahead of them.

Every student deserves to be seen fully. A single test score will never accomplish that.

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 must stand firmly on the side of students, educators, and the freedom to read.

School staff, educators, librarians, and administrators who know their students, their communities, and their developmental needs should have the final say on what books belong in their schools. These are trained professionals who dedicate their careers to student growth and wellbeing. They are the experts, and we should trust them as such.

Good decision making is collaborative. Schools should absolutely create meaningful opportunities for parents, families, and even students themselves to provide input on library collections and curriculum materials.

Books with LGBTQ+ characters, books that honestly address racism in America, books that reflect the full spectrum of who our students are, these aren't controversial. They are lifelines for kids who need to see themselves in the pages of a story, and windows for kids learning to understand a world bigger than their own experience. Banning these books doesn't protect children. It isolates them.

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 caused real, lasting harm. As someone who has walked the hallways of Monroe Elementary and seen the empty desks left behind, I know those vacant seats represent children who were displaced, families who were disrupted, and communities that were already carrying heavy burdens. Heavy law enforcement surges in communities of color destabilize families, deepen trauma, and pull students out of the stability they need to learn and grow.

To recover, we must invest in healing and mental health by funding culturally responsive counselors and social workers in the schools and communities hit hardest. Address chronic absenteeism directly. The empty seats at Monroe Elementary are not a discipline problem, they are a symptom of trauma and destabilization. We need to fund community outreach workers, family navigators, and re-engagement programs that bring students back safely and supportively, not punitively.

Our BIPOC students, families, and educators deserved better and I will keep showing up at the Capitol to make sure their recovery is a priority, not an afterthought.