

Candidate for Minnesota Senate District 50

Jun 23, 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 visited public schools throughout our state over the past year. As a journalist, that has been one of my greatest honors: covering education from the perspectives of families, students, teachers, administrators, School Board members, and community members. A couple months ago, I also moderated a school safety panel that included families from Annunciation Catholic School, along with local and national gun safety experts. That is our unfortunate reality today: how our public schools now intersect with other community crises, including gun safety, mental health, and affordable housing (stable housing means stable schools, after all).

As a mother of two Edina Public School students, I've also spent countless hours inside South View Middle School and Edina High School. My overall observation from all of my perspectives: public schools -- teachers, staff, students, and families -- all deserve our state's (and country's!) absolute support. And I'll approach this issue, as I do every issue, with the confidence to ask hard questions and listen carefully, alongside my humility to learn from those doing this essential work every single day. I believe, fundamentally, that this challenging moment -- across so many of our social issues -- demands our collective knowledge. As a State Senator, I will be proud to partner with Education Minnesota to advocate for 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 am committed to fully funding public education and ensuring that everyone pays their fair share to support our schools. That means examining and closing tax loopholes that allow the wealthiest individuals and corporations to avoid paying what they owe, while also continuing to advocate for meaningful federal investments in education.

I also believe that reducing the burden on local property taxpayers and expanding state-based investments in education will be critical. A child's access to a high-quality education should not depend on their ZIP code or the property tax capacity of their community. The state has a responsibility to provide equitable, sustainable funding that supports all students and schools.

I deeply value the teaching profession and believe educators deserve competitive wages, strong benefits, and the respect that comes with preparing the next generation. Ensuring teachers are valued and supported is essential to attracting and retaining talented professionals in our schools.

I also believe we must ask tough questions and demand real results. Every investment should be paired with accountability, evidence-based strategies, and a commitment to improving outcomes for students, supporting educators, and strengthening our public education system for the future.

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

I've long covered the complicated reality of standardized test scores. Yes, some students, families, schools, and districts welcome the chance to track progress, or identify gaps, allowing everyone to address perceived strengths and weaknesses (with targeted intervention). But I've also interviewed students who felt disenfranchised by exams that too often reflect a narrow cultural identity or socioeconomic background rather than their actual abilities.

This is an area where I remain deeply committed to listening to, and learning from, those in the education field (and those studying that field in academia) to better understand the true impact of testing on students, schools, and districts. How can we support educational leaders, teachers, staff, and families in finding a more respectful and accurate reflection of a student's true abilities? I am deeply interested in partnering with Education Minnesota to continue to address this tension and how to better serve all parties and our education system overall.

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?

Yes. I believe students should have access to a wide range of age-appropriate books that reflect the diversity of Minnesota families and experiences. I will protect students' freedom to read and stand against efforts to target LGBTQ+ individuals or erase their stories. I also believe we must teach our full history, including the painful chapters of discrimination and racism, because understanding our past helps us build a more inclusive and equitable future. Education should encourage curiosity, empathy, and critical thinking, not censorship.

I will support all of these fundamental beliefs in every way possible, but I will begin by taking advantage of the very training and education available in a partnership with Education Minnesota. After all, from your very website: "Education Minnesota offers free training and materials on how to share our values for our students and our schools. They will equip advocates to push back confidently against the campaign to put Minnesota students in the middle of an election-year culture war.

These resources are available to all educators and allies who are ready to speak out for Minnesota students' opportunity to learn the critical thinking skills they will need to become engaged citizens and make our state a place where everyone can thrive, no matter where they live, what they look like, or who they love."

I will note that this statement reflects my own values of wanting to authentically show up, listen, and engage people to help everyone reach an understanding of why equal opportunities, access, and representation matter in our literature and world.

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?

It remains unimaginable to me that our country inflicted such horrors on our youngest and most vulnerable community members. But as Minnesotans, we didn't need to imagine this, we lived it. And no one lived it more acutely than those directly targeted by federal immigration enforcement.

I mentioned in an earlier response the need for "stable homes, stable schools." I attended a Minneapolis Foundation presentation on that very program within the Minneapolis Public School District. It is indisputable -- proven in both statistics and real-world experience -- that a child who doesn't know where they'll sleep at night struggles to thrive in school. Operation Metro Surge devastated the finances of too many families, educators and students alike, through lost work and the deportation of breadwinning family members. Those families will need ongoing rental and housing assistance until they're able to return to pre-surge earning levels.

Schools, educators, and students who endured physical and mental health strain during this prolonged period of fear and "fight or flight" intensity will also need continued access to mental health and other medical services.

And then there's the direct toll on students' attendance and their ability to focus on learning, even when they could make it to class. Those students will need targeted tutoring and other programming to recover lost instructional time.

Above all, we must continue listening to those who suffered most under this federal persecution; they will show us how we can walk alongside them to fully recover. We must also ensure schools remain a safe place, where food, mental health care, and other medical services can be reliably provided. As my dear friend Dr. Shekinah Fashaw-Walters once told me, in describing the work of overcoming systemic racism in healthcare: we can best support the communities most affected by Operation Metro Surge by striving to become more "trustWORTHY," as a school system, a state, and a society.