



Candidate for Minnesota House District 52A

Jun 9, 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?

Nearly every day, I visit Pilot Knob STEM Public Elementary School where my nine-year-old son and my seven-year-old daughter receive their elementary education. I am beyond impressed with our school. It is public, diverse, inviting, accepting, engaging, and dedicated to STEM learning for all of our kids. The school's motto is "Read, Read, Read." Every day, I see staff committed to welcoming all of our students, drawing out the children's desire to learn, and looking to serve and engage kids in any way they can.

This experience will greatly and positively inform my work as a legislator. It also mirrors my public school experience in the Minneapolis and Robbinsdale public school districts. It further aligns with what I know of my mom's experience as a lifelong Minneapolis public school elementary teacher and Education Minnesota member, my sister's experience in obtaining her Masters Degree in Art Education, my grandmothers' experiences as teachers in both the New York Public School System and in church, and my own experience as a Fulbright Fellow and Teaching Assistant in Dortmund, Germany.

I strongly believe that all children deserve a robust, supportive education system. In my day job as a child welfare attorney in Ramsey County, I work to support our most vulnerable children and families, and I see the effects of lack of support at home, and sometimes at school, on children. I firmly believe we need to ensure that social-emotional learning remains a core of our local education curriculum. This includes adequate funding for our children's mental health and disability services, free daily meals, and school budget formulas matched to track inflation.

We also need safe schools, where teachers can focus on teaching and kids can focus on learning and growing - and not on protecting themselves from gun violence. We especially need to do everything we can to support our teachers, provide them a strong living wage and good benefits, and ensure our teachers have the resources they need to continue to do the great work of educating our children.

Finally, as a larger point, investing in education makes our state a North Star for attracting new residents, businesses, and jobs. As a legislator, I will fight to ensure a robust, supportive, and effective education system remains in our state.

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 fully support an expansion and stabilization of state education funding to help reduce the increasing reliance on local levies to fund schools. All school districts deserve to have stable, equitable funding to ensure their students receive the resources and support they need for a strong education regardless of the size of the local property tax base.

To ensure the expansion and stabilization of state education funding, I believe all wealthy Minnesotans and Minnesota corporations should pay their fair share in taxes. To this end, I support overall increased income taxes most specifically on the wealthiest one percent of Minnesotans and on the largest Minnesota corporations to help pay their share for the services they enjoy and the support they receive from this state. I would also propose a state tax on borrowing against capital gains. More specifically, many wealthy Minnesotans use the tax avoidance method where they make investments, borrow against the gains made from those investments, and receive favorable tax treatment on those borrowed amounts. We should end that tax avoidance technique while raising funds to help fund our schools.

Finally, I welcome any new progressive, equitable proposals from Education Minnesota and others to help raise state revenue as we embrace this shared work to ensure our students and our teachers have the funding they need.

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

I believe that standardized tests can serve a useful purpose for making both individual and system-level decisions. I also believe we need to recognize the limitations in using standardized testing to make these decisions.

First, we need to vigorously monitor any class or racial bias built into both the developing of the standardized test and the administering, scoring, and conclusions reached from the standardized test. We know that testing formats over the years have specifically favored students from select socioeconomic and racial backgrounds, while disfavoring others (and most notably communities of color). We must therefore ensure that standardized tests remain unbiased and directly focused on accurately assessing merit for a broad range of students.

Second, we must recognize that standardized tests do not capture the inherent ability and talent of all students. Many students experience stress and anxiety in the standard-testing format that likely negatively affects their testing outcomes. Additionally, we understand that standardized tests often call for rote memorization skills at the expense of testing for creative and artistic problem-solving skills. For these reasons, we need to structure standardized-testing to both recognize these concerns and tailor tests to capture students' abilities across a broader range of skills. This may require alternative testing formats for students who have been assessed or diagnosed to require it or expanding tests to assess a broader range of creative problem-solving skills.

Finally, we understand that not all students who take standardized tests present themselves on the day of the test as regulated, with good night sleep, and with a full stomach to be able to effectively focus on test-taking in the moment. We should administer standardized test in a way to ensure students are rested, well-fed, and ready to take to the test.

I believe all of these principles should be considered in making any individual and system-level decisions based upon standardized test scores. In this way, we can try to more accurately capture a broad-range of student talent to provide for more resource-targeting to students' needs and evaluation of students' skills. I look forward to any further ideas Education Minnesota may have, and I look forward to partnering with Education Minnesota in this work.

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 strongly that Minnesota should preserve freedom of access to age-appropriate books that explain and reflect upon the American experience of all of our citizens.

First, as noted in the question, there have been increasing attacks on DEI, libraries, and our LGBTQ+ communities across our country. Minnesota is not immune to these attacks. A threshold question is what does DEI mean for our communities and for our students? To me, it means celebrating diversity in our communities and among those we serve. It means making people whole. And it means including the stories of everyone that make up the fabric of our society. Whether the term DEI stays or goes away, these principles must and will remain for our state and our students.

These principles also form the core of the work both at my office and of the work that I do and care about every day. We recognize the tragic legacy, in particular on our communities of color by private and public actors, to discriminate, oppress, and exclude. We have the chance now, with new energy, understanding this tragic legacy, and embracing our own implicit biases, to make the changes we hope to see.

I believe Minnesota should continue to abide by the First Amendment and protect students' freedom to access a wide range of age-appropriate books. This includes ongoing state support for the Access to Library Materials and Rights Protected law enacted in 2024. This important law prevents public libraries and media centers from restricting access to material in any form based "solely on its viewpoint or the messages, ideas, or opinions it conveys." I will fight to ensure this law remains in Minnesota, and I look forward to working with Education Minnesota to expand protections for students' freedom to read as well.

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?

Thank you for this question. I would support schools, educators, and students from the trauma and financial impacts of Operation Metro Surge, especially our BIPOC communities, the same way that we have throughout Operation Metro Surge.

Namely, during Operation Metro Surge, I spent most of my work as a child welfare attorney in Ramsey County responding to numerous calls, trainings, and planning with social workers and others about the impacts of ICE actions on the vulnerable children and families we serve. We had children being dropped off at daycare and school, and parents, who are taken during the day, not returning to pick them up at the end of the day. We had residents, neighbors, employees, and business owners who were, and continue to be, terrified to leave the house, because they have been targeted and hunted by the ICE presence in our streets. Commerce in some communities (and largely BIPOC areas) came to a standstill. In my day job, we were (and continue to be) support-planning for access to food, medical care, health care, documentation, legal counsel, court proceedings, and ultimately survival for the children and families we serve.

Locally, we have also been very involved in helping our school families and children during Operation Metro Surge, and afterwards, to recover from the trauma and financial impacts on our community. At one point, our volunteers were supporting 25 families in our school who were not attending work or in most cases not having their children attend school. We support food drives which filled our school library with food, escorts of children to bus stops and their homes during pick up and drop off, and fundraising in the thousands of dollars to help with utility bills and rental assistance for our school families and others.

We must continue this important work both through voluntary organizations and dedicated school assistance to our families in need. In particular we need to fund an expansion of our counseling and psychological services to students, families, and educators in need. We should further allocate, as Eagan has done, our Local Affordable Housing Aid to support families who have been devastated financially by Operation Metro Surge so that they can remain in their homes in our communities.

Finally, I look forward to any further ideas Education Minnesota may have to support our schools and our vulnerable children and families through this trauma. While Operation Metro Surge brought deep trauma to our state, it has also brought out the best in Minnesota: neighbors protecting neighbors, parents helping one another, and community standing up for each other in our time of need. I am inspired and awestruck by the love, bravery, spirit, and support we as Minnesotans continue to provide for each other every day in these most challenging times. This is our country too.