

Candidate for Minnesota Senate District 53

Jun 22, 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 have visited all of the schools in the South St. Paul School District in the last year – in fact, I was at the high school yesterday. I have also been to multiple schools within Senate District 53 outside of South St. Paul as well. What I got from these visits didn't have as much to do with the buildings as it had to do with the relationships I formed with teachers, staff, students, and parents. I have heard stories about extraordinary work to help students make progress. I heard frustration about the administration within various schools and how teacher input was either being welcomed or not listened to. I heard voices worried about the rising cost of health care on faculty and staff. These stories and others help me understand how I can better be a partner at the State Capitol to create the best possible learning environments for our students and the best possible working environments for our faculty and staff.

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 have long supported revenue to ensure we are providing high quality public services across Minnesota. In 2007-2010, I worked as a staffer on the House Property Tax Committee where we increased school aids to try to lower the pressure on property taxes and voter approved bonds and levies. In 2011, 2012, and 2013, I toured the state with the Commissioner of Revenue talking about increasing taxes on the wealthy, foreign corporations, and on cigarettes. In 2020 and 2021, I collaborated with We Make Minnesota and Education Minnesota to develop a retreat for advocates and state legislators on tax fairness and ways to increase revenue. I continue to not only support new ways to increase revenue but also new ways to communicate that with Minnesotans

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

It has been my experience that tying standardized test scores to funding levels rarely works out. I wish it were that simple. But, after the legislature puts these funding schemes together that are based on test scores, they are often repealed. There are some test scores that are helpful in deciding where money should be allocated. For instance, establishing baseline proficiency in the English language is important as a baseline for allocation of some funds tied to English language learning. Standardized Test Scores are one indicator in student performance. I caution us from discounting it too much, but also caution us from promoting it too much.

I am concerned about student achievement – especially as we think about the role of Artificial Intelligence in society and as we consider the state of the unrelenting achievement gaps. How are we ensuring that we are asking our students to think through problems and not just how to create outputs of an AI model? How are we looking at the examples from teachers from all across the state who are closing gaps in achievement while raising the bar for all? These are questions that I will continue to engage with teachers across the state about as I think about my service in the legislature.

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 am opposed to book bans. I had this position when I ran for the School Board and believe it to be true as I run for the legislature. I do think there is an open discussion about what books should be in our libraries, but that is why we hire professionals like librarians and teachers to help think through what books are best to help students achieve their highest potential and ensure they feel supported.

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?

First, we need to ban, in statute, ICE officials from being able to be on school property. Students should not have to feel worried about immigration officials coming into any classroom. Second, we need to ensure we are supporting families through formal and informal networks – with food assistance, rental assistance, and other mutual aid. I believe we must also ensure that we reinstate health care for all Minnesotans on MinnesotaCare including immigrants. Finally, we must all do better to ensure that we know our rights and that we are trained to ensure we know the rights of our neighbors. We all can be better neighbors in that sense. When Operation Metro Surge came to town, I held 5 different trainings with hundreds of people attending. We all got better at knowing how to advocate for our neighbors.