

Candidate for Minnesota House District 53A

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 worked as an educator in SPPS up until January of this year, and I have visited Inver Grove Middle School and Simley Senior High School in my district in the past year. I was impressed in those visits on the focus school staff put on AVID and other educational innovations that help students develop the skills they will need to be successful as adults.

My experience working in public education informs my work as a legislator more than anything else. Our public schools continue to be chronically underfunded, and though educators are doing their best to provide social emotional supports and quality educational opportunities to students, this is very hard to do with barebones staffing. In my first term, I threw my support behind bills authorizing increased funding to schools, including funding for supplemental educational support staff like social workers, nurses, counselors and therapists to attend to the extra needs that youth have coming off COVID and the murder of George Floyd. One of my priorities for this upcoming term is to push for additional funding for schools, to fund stable positions for support staff, to fully fund special education programs, and more. This funding is even more essential coming off Operation Metro Surge as schools continue to try to support the additional mental health and financial needs of students and families who were targeted by ICE.

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 support returning to a tax system where income above a certain threshold is taxed at 90% so that we can move that excess wealth back into our society for the good of everyone. We cannot continue to have a society where public schools must make staff cuts each year while corporations and the ultra wealthy continue to get richer and richer. We would all do better if we had fully funded special education programs in schools, sufficient staff to be able to provide quality instruction and attend to the increasing social emotional needs of students, and funding for innovative materials that allow students to enhance their learning.

I also support raising taxes on corporations so that they contribute to the good of the communities where they are making money. We cannot allow them to donate a small fraction of their profits to "education" and consider this a fair return on all the money that they make off our communities each year.

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

In an era where our understanding of neurodivergence is increasing, I think that we need to reconsider the one size fits all fixation on standardized testing. Just as college applicants provide a portfolio of metrics to demonstrate their proficiency (e.g. their grades, extra curricular activities and a teacher recommendation along with their SAT or ACT scores), we can think in primary and secondary education of the other metrics we could use to demonstrate proficiency in different subjects. Standardized testing is only a fair measure for students who have an aptitude for taking standardized tests. Could we instead test students' critical thinking skills with programs like Future Problem Solvers or by asking them to teach a younger student about the concepts they have learned in class, using materials appropriate to their age? It is high time that we move away from the No Child Left Behind obsession with standardized tests and move towards measures of educational success that allow all students of different brain types and abilities to demonstrate and celebrate what they have learned. This shift would also benefit teachers who have been demoralized by the limiting focus on standardized testing above all other metrics of educational success.

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?

Within the schools, we can encourage librarians and educators to select books that expose students to the full range of human experience, and that of course includes LGBTQ+ experiences and BIPOC experiences of discrimination, challenges, resilience, and successes. At the state level, we can advance legislation that codifies access to books on these subjects, ensuring that national efforts to ban books cannot limit Minnesota students' access to materials that reflect their lived experiences. We can incorporate these protections into the Read Act which will be reviewed every year.

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?

One of the hardest things about the impact of Operation Metro Surge is that, unlike COVID, there is no additional funding offered by the federal government to help school communities recover from the trauma and the financial impact. Schools are faced with increased mental health needs of students and their families coming off the ICE invasion with the same barebones support that is the result of years of funding cuts. Having worked in a few school buildings, I am continually impressed with the resilience and ingenuity of public school staff who are able to cobble together supports for students and families with very little funding. School buildings have already been doing this, and they will continue to do this into the fall. But as a state legislator, I feel strongly that we must push for additional school funding to provide sufficient educational support staff for the increased mental health needs of students, families, and educators.

I also want to prioritize funding for professional development for school staff on trauma-informed approaches to working with students and families as well as the use of restorative practices to address harm caused in the school building. As children continue to struggle to handle the stresses of this time, we as the adults must ensure that we are bringing settled nervous systems and responses that come from a restorative mindset, not a punitive one. From educational assistants to teachers to principals and the superintendent, I would like to see all school staff have access to trauma-informed training that is specific to the needs that students and school staff have at this very challenging moment in our history.