



Candidate for Minnesota House District 62B

Jun 15, 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 met with Anderson Middle School students this session to speak with them about my work in the legislature. What I found was an amazing, diverse, curious, and engaged student body that was excited to learn more about the work I am doing to help improve people's lives, and how they can get involved and make sure their perspectives are heard at the state capitol. Meeting with students always energizes and recommit me to bringing their voices with me in all the work I do. As someone who grew up in East Phillips, I see myself in them. I hope they visualize themselves as leaders in their communities who can make change as they move through their academic career.

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?

While Minnesota has one of the most progressive tax codes in the nation, there is always room for improvement; our state is no exception. Wealth inequality in my district draws a stark contrast to the corporate profiteering that only continues to grow by magnitudes. If we are really paying attention to this reality our working neighbors face, then we must ask corporations who do business here and are bringing in record-breaking profits to pay their fair share: large tech, social media giants, polluters, and consumers of our precious resources. We as legislators have a responsibility to our communities to ensure the wealth gap does not continue to widen under our watch, so that is why I will support updating our tax code with my progressive colleagues in the house so it is reflective of the realities of corporate profits and the stain of wealth inequality in our communities.

When it comes to our kids and ensuring that we are able to stabilize and grow access to our public schools, everything should be on the table. That is why I am also supportive of filling this critical gap for essential services with tax revenue from our richest individual earners. I was a co-author to House File 4616 this session, a bill that would create a first-of-its-kind wealth tax in the nation to help grow our tax base and fund critical programming across the state. I look forward to discussing this bill next session.

We must prioritize and implement immediate funding for Minneapolis Public Schools to support our students, teachers, and support professionals and prevent layoffs and budget cuts. I am committed to authoring, supporting, and passing new and imaginative legislation in the tax space that will support Minneapolis Public Schools to become the destination district we know it can be.

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

Standardized tests play an important role in our schools. They provide a benchmark to help educators, families, administrators, and elected officials understand whether our students are mastering key academic skills. They also can help identify gaps, needs, and areas where additional targeted support may be needed.

However, test scores are only a snapshot, and cannot capture the entirety of a student's learning or skills, educator effectiveness, or school success. Minneapolis Public Schools are extremely diverse, with students who come from a diversity of backgrounds, experiences, and learning styles. Relying solely on standardized tests risks overlooking important factors that contribute to student achievement.

At the individual level, standardized tests can help identify students who may benefit from additional support or enrichment, but they should not determine a student's future. Educators should also consider classroom performance, portfolios that describe student growth and interests, attendance, and alternative measures for learning.

At the system level, test scores can help identify trends, measure progress, and inform where we should put resources, but they should not be used in isolation. We need an accountability system that values academic achievement while also recognizing the importance of critical thinking, creativity, student well-being, and alternative approaches that have the potential to work for all students. Our goal should be to support every child and offer each student the environments and resources they need to succeed.

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?

We must not allow books to be banned in our schools, plain and simple. This renewed national trend towards censorship is reflective of the broader autocratic and anti-historical undercurrents running through the GOP, elements I push back on consistently in my work at the MN House. As one of a minority of states that has passed anti-book-banning laws, Minnesota must continue to stand strong in our commitment to limit censorship in our schools for younger learners of diverse identities and backgrounds.

I am here to work with my colleagues and with local partners to re-evaluate and update our laws regularly to ensure they are as strong as possible and operating as intended. Through this continued collaborative work we can make sure books remain on the shelves so that all learners can enrich their intellectual lives and feel reflected in the materials available to them. I have an open-door policy, and am happy to discuss this topic with you further and integrate ideas that your members have to improve our laws around this topic.

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?

ICE and its operation in MN devastated and decimated our communities. The murders of Renee Good and Alex Pretti in the heart of south Minneapolis and the federal attacks upon our immigrant neighbors posed the most critical moment in Minneapolis since the murder of George Floyd. Some of the most horrifying displays of aggression also played out at our public schools, with students terrified in safe and sensitive spaces where they should feel safe, while masked agents caused irreparable harm to the fabric of our neighborhoods. This is an unacceptable abuse against our most vulnerable. Our immigrant neighbors. Our youth.

That is why I co-authored HF-3435 this session, a bill that would limit federal agents' access to school sites through various means, including provisions that would require identification, a written statement of purpose, and a valid judicial warrant in addition to receiving approval from a district superintendent or an official with administrative control for charter schools. While this did not pass this year, I look forward to seeing this re-introduced next session to stand with our impacted communities.

When our educators and ESPs are the people on the front line protecting our students when federal immigration enforcement is taking place, this says a lot about their value to us in civil society. When educators are not paid or supported adequately, inaction on wealth inequality becomes a moral position. We must support living wages and base pay for all educators, including those laid out in your questionnaire: \$25 hourly wage for ESPs, and \$60,000/80,000 minimum salary for licensed teachers commensurate with experience and education. We must also provide stronger mental health services for staff to reduce burnout, and fully fund services for K-12 English-learners and students in special education.

BIPOC student success is proven to improve dramatically with BIPOC teachers in the classroom. We must invest in the recruitment, support and retention of teachers of color in our public schools by expanding the Teacher of Color Act.

Most broadly, we must fully fund our public schools so we reduce class sizes and make sure our students are prepared to thrive even in unpredictable and sometimes adverse circumstances.