

Candidate for Minnesota House District 04A

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?

No

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?

In the past year, I have spent significant time at our Career Academy, which houses industrial arts, visual arts, computer science, business, and Family and Consumer Sciences programs. It is also home to our Alternative Learning Center and homeless student services program. I helped build the partnership and wrote the grant that established a school-based clinic at this site.

My observations have reinforced that students are bringing increasingly complex challenges into the classroom every day. Educators are working tirelessly to meet those needs with limited resources. I have seen firsthand the critical need for additional supports, including physical and mental health services, access to community resources that address basic needs, and opportunities for students to connect with experiences beyond traditional academics through employment, extracurricular activities, and other pathways that help them grow into well-rounded adults.

I have also volunteered at family engagement events in our elementary schools. Those experiences highlighted the essential role schools play as community hubs. When opportunities are accessible and welcoming, families want to participate and engage with their schools.

These experiences, along with my 20 years working in public education, are central to why I am running for office. They have strengthened my belief that Full-Service Community Schools (FSCS) are one of the most effective ways to support students, educators, and families. By coordinating services and resources around the whole child, FSCS improve outcomes while making better use of existing resources, as a legislator I would work to equip more Minnesota schools to make this transition.

I have also seen the growing toll that burnout and secondary trauma take on school employees. We need policies that value educators through equitable compensation, stronger support systems, and investments that help retain strong professionals in the field.

As a legislator, these experiences will guide my advocacy for stronger public education funding and policies that support the whole school community. I do not believe the challenge is an overall lack of

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 particularly interested in continuing to pursue a wealth tax and exploring models such as Massachusetts, where new revenue is dedicated to specific public priorities. I believe there is an opportunity to ensure these funds are invested in areas like education and healthcare or tied to measurable outcomes that advance equity. Minnesota also has room to strengthen its inheritance tax structure, particularly for those in the highest wealth brackets. In addition, I am interested in tax policies that incentivize socially responsible business practices, such as providing high-quality health insurance and paying living wages. These investments have a proven impact on improving quality of life, strengthening communities, and supporting a healthier, more stable workforce.

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

When we ask the wrong question we can't get the right solution. Standardized testing can be used to tell a partial story. Standardized test scores provide a very narrow scope of information. They give us hints, but they tell a very incomplete story. They may give some information about a singular student's achievement in a specific area on a specific day, but the number of confounding variables is hard to even count so it has limited usefulness for individual students. As a result, it has even less usefulness as a systemic tool. We do not evaluate anything else in this way, a single data point, on a single day as the determination for all future planning. The idea that we would then use it with children, who have even more variables at play is silly. I am proud to have worked on the group that developed the original ESSA/North Star system. While imperfect, building a system that looked at more than test scores was crucial. We could do powerful things to tell the story of schools, staff and students if we continued to expand our ways of measuring success rather than limiting it to the poor measure of standardized testing.

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 public education is one of the most important foundations of a healthy democracy. Schools help students develop not only literacy skills, but also the ability to think critically, engage with different perspectives, and better understand the diverse world around them. Students should have access to age-appropriate books that reflect a wide range of experiences, identities, and viewpoints. Removing books because they address racism, LGBTQ+ experiences, or other challenging topics limits opportunities for learning and understanding. In my view, censorship is not the answer.

As a legislator, I would support policies that protect students' freedom to read and ensure educators and librarians have the professional autonomy and support they need to make decisions that are in the best interests of students. Good policy sets clear expectations, and Minnesota should continue to affirm that every student deserves access to literature that both reflects their own experiences and broadens their perspective.

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?

As a mental health professional, I am deeply concerned about both the immediate and long-term impacts that Operation Metro Surge has had on students, families, educators, and communities, particularly in BIPOC communities that were disproportionately affected.

First, we must ensure schools remain safe and trusted spaces for all students and families. That includes maintaining protections that limit immigration enforcement activities in schools so educators can continue providing consistent messages of safety and support.

Recovery will require significant investments in mental health services for students and staff. Educators have experienced secondary trauma alongside their students, and they need access to professional supports, self-care resources, and healing opportunities so they can continue showing up for children in healthy and effective ways.

We must also expand access to trauma-informed training and practices in schools. Students experiencing trauma cannot fully engage in learning until they feel safe and supported. Schools need the time, flexibility, and resources to assess the unique needs of their communities and prioritize relationship-building, resilience, and healing alongside academic recovery.

This moment also reinforces the ongoing need for strong school-based supports, including mental health professionals, physical health services, and effective implementation of Multi-Tiered Systems of Support (MTSS) to allow targeted interventions. When given the flexibility to prioritize MTSS-B, schools could meaningfully address the impacts on their schools and stratify interventions to build on what they have learned from their communities in this time.

Finally, we must recognize that some communities experienced far greater harm than others. As a legislator, I would advocate for targeted investments that direct resources where they are needed most and ensure impacted students, families, educators, and community members are centered in recovery planning and decision-making. Recovery will require more than returning to the status quo—it will require rebuilding trust, strengthening supports, and creating conditions where every student can thrive.