

Candidate for Minnesota Senate District 09

Jun 10, 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 recently visited KSS in Fergus Falls (and the ALC) and have spent years working with young people and families through Saga Youth. What stood out to me most was not just what happens in the classroom, but the many ways schools serve as community hubs, providing support, stability, mentorship, and opportunity. Not all reports from youth I serve have been positive so despite not having a school aged child anymore, I try to get involved in various ways.

I come away with a deeper appreciation for the challenges educators, support staff, and administrators face as they work to meet the needs of students with increasingly diverse academic, social, emotional, and mental health needs.

As a legislator, this experience reinforces my belief that effective policy begins with listening to the people doing the work every day. I continue seeking input from educators, students, board members, support staff, and families so that decisions made at the Capitol reflect the realities being experienced in our schools and communities.

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 believe strong schools benefit all of us, whether we have children in the system or not. Every student deserves access to quality education regardless of their zip code, and I support reducing disparities caused by an overreliance on local property taxes.

I believe those who have benefited most from our economy should contribute their fair share to the systems that help our communities thrive. At the same time, I believe we should regularly evaluate tax credits, exemptions, and incentives to ensure they are producing meaningful public benefit and not simply shifting the burden onto working families and local communities.

As a legislator, I would support evidence-based approaches that provide stable, sustainable funding for education while balancing the needs of rural communities, taxpayers, and future generations.

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

Standardized tests can be a useful tool, but they are only one piece of a much larger picture. I believe test scores can help identify trends, learning gaps, and areas where schools may need additional support or resources. They can provide valuable information when combined with other measures of student growth and achievement.

What I do not believe is that a single test score should define a student's potential, determine a teacher's effectiveness, or drive major decisions without considering the many factors that influence learning. Students learn differently, face different challenges, and demonstrate their strengths in different ways.

As someone who values multiple perspectives and recognizes that people do not all fit into neat little boxes, I believe educational decisions should be informed by a variety of measures, including classroom performance, educator input, student growth, and individual circumstances. Data is important, but so are the people behind the numbers.

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 students should have access to a wide range of age-appropriate books that reflect the diversity of our communities, experiences, and histories. Reading allows young people to learn about themselves, understand others, and develop critical thinking skills.

Through Saga Youth, I've seen firsthand how important access to books can be. Our youth center maintains a library of more than 370 books, many focused on LGBTQ+ experiences, neurodiversity, mental health, and other topics that are often difficult for young people to find represented elsewhere. We have also created sensory-friendly reading spaces where youth can explore, learn, and reflect in an environment that feels safe and welcoming.

I trust educators, librarians, and parents to work together in determining what is age appropriate. While parents should have a voice in their own child's reading choices, I do not believe a small group of people should decide what every student is allowed to read.

Protecting the freedom to read means ensuring that students have access to books that reflect different cultures, backgrounds, family structures, abilities, perspectives, and life experiences. As someone who has worked closely with young people, I know how powerful it can be for a student to find a book that helps them feel seen, understood, or less alone. That opportunity should be available to all students.

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?

Students cannot learn effectively when they are living in fear, uncertainty, or trauma. Schools should be places where every child feels safe, supported, and able to focus on learning.

I believe we must continue investing in mental health resources, school counselors, social workers, language support services, and programs that help students and families successfully navigate their educational experience. Educators should be supported with the training and resources needed to respond to trauma in ways that build trust, connection, and belonging. In some cases, sensitivity and resource knowledge should be required training.

I also believe immigrant students and families should have access to culturally responsive support services, including counselors, advocates, and community resources that understand the unique challenges they may face while adjusting to a new country, language, culture, or immigration experience. Every student deserves support that recognizes their individual circumstances and helps them succeed.

Through my work with young people, I have seen how deeply fear, instability, discrimination, and isolation can impact a child's ability to thrive. Recovery begins when people feel seen, valued, and safe. That is true whether the trauma stems from immigration policies, family hardship, bullying, poverty, loss, or other life challenges.

Every student deserves the opportunity to learn in an environment where they are respected, supported, and given the tools they need to succeed. Our response should be guided by compassion, dignity, and a commitment to ensuring that no child is left behind.