



Candidate for Minnesota House District 19A

Jun 26, 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?

No

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?

Yes. I currently work as a substitute teacher at Faribault High School and Owatonna High School, which has given me the opportunity to observe classrooms, teachers, administrators, para-professionals, and students firsthand.

One of my observations is the increasing reliance on technology in the classroom. While technology can be a valuable tool, I am concerned that it is sometimes replacing, rather than enhancing, instruction and student engagement. I have also seen the challenges that schools face in managing cell phone use and the impact it can have on learning and attention.

In addition, working in different districts has reinforced how deeply economic conditions affect students' educational experiences. Differences in community resources, family income, and student support systems can have a significant impact on learning outcomes.

These experiences will inform my work as a legislator by reminding me that education policy should be grounded in the realities of the classroom as well as in research. I will continue to seek input from educators, students, and families while supporting evidence-based policies that strengthen student learning, reduce barriers to success, and ensure all students have access to a high-quality education.

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 a tax system that is fair, sustainable, and does not place an undue burden on working families or local property taxpayers. I believe those who have benefited most from our economy should contribute appropriately to the public services and infrastructure that support that success. I am particularly interested in reducing reliance on local levies to fund schools so that a child's educational opportunities are not determined by their ZIP code. Any revenue proposals should be evaluated based on fairness, effectiveness, and their ability to strengthen educational opportunities for all students.

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

I believe standardized test scores are most useful as diagnostic tools to help identify student strengths, learning gaps, and areas where additional support may be needed. Used appropriately, they can help educators tailor instruction and allocate resources more effectively.

I do not believe standardized test scores should be the sole basis for evaluating students, teachers, or schools, nor should they drive funding decisions. Student achievement is influenced by many factors, including poverty, language, disability status, and access to resources. Standardized tests provide one piece of information, but they should be considered alongside other measures of student learning and 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?

I do not support censorship or book bans. Libraries exist to provide access to a wide range of ideas, perspectives, and experiences, and students should have the freedom to choose what they read. Minnesota's students come from diverse backgrounds and families, and they deserve access to books that both reflect their own experiences and help them understand the experiences of others.

I believe age-appropriate materials should be selected by qualified educators and librarians, not political pressure groups. Parents have the right to guide their own children's reading choices, but they should not have the authority to restrict access for everyone else's children. Protecting the freedom to read is an important part of preparing students to think critically and engage in a diverse society.

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 an educator, restorative justice practitioner, trainer, and author, I believe healing begins with communication, understanding, and community. Restorative circles and other restorative practices can help students, educators, and families process trauma, rebuild trust, and strengthen relationships during times of fear and uncertainty.

Students and families directly impacted by immigration enforcement may also need additional support from counselors, social workers, and other student support personnel. Schools should provide opportunities for students to recover academically, including access to credit recovery and other educational supports without creating additional barriers.

Finally, I believe Minnesota's schools deserve clear, consistent statewide guidance regarding immigration enforcement activities on school grounds. Students, families, and educators should know their rights and responsibilities, and schools should remain safe places focused on learning. By combining restorative practices, student supports, and clear policies, we can help schools recover and ensure all students have the opportunity to succeed.