

## Candidate for Minnesota House District 21A

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?**

Hendricks Public School. The music director led the small band and small choir in music for the Memorial Day program. Given the limited number of students in the school, they did quite well.

**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?**

A progressive tax is a fair tax. Additionally, as a society we need to put our money where our mouth is. If we value education, then we must invest in it. Out in rural MN, each school is much more than a learning center in a community; it is often the only performing arts center, the only live sports entertainment; the only community center; the polling place; etc. Where I live, the school is a large part of the identity of a town; so much so that the "Welcome to \_\_\_\_" sign often includes the local school. Funding priorities need to recognize that and bolster local schools.

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

Standardized test scores are but one measure of a system's educational status. Also consider graduation rate, the number of remedial courses needed in post-secondary learning, the satisfaction and retention of staff, the number of students open-enrolling elsewhere. I think that standardized test scores can be an indicator for further examination of a system, but should NOT be the sole data base for funding, staffing, or curriculum decisions.

**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?**

At one school I taught at, the two librarians were among my strongest allies in getting books for both my students and myself. A nerdy example: I was able to borrow a 1905 copy of Mendelism by RC Punnett from the Univ MN library. I was thrilled! School librarians are excellent at stocking books recommended by staff (within their budget). Administration, School Boards, and the Public should trust school staff to stock their libraries with the materials they see fit to educate their students. Full stop. No second guessing. No censorship. We teachers want what is good and helpful for our students. Interference will only add to staff dissatisfaction and even friction.

**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?**

All of my children and grandchildren live in the Metro area (Mpls, Hopkins, and Hugo). I have heard of how the surge impacted them and their neighbors, including the Spanish-speaking staff of the Spanish-immersion daycare and the Spanish-immersion kindergarten that three of my grandchildren attend. Their fear and nervousness was completely understandable in the face of ICE. One grandson's classmate was suddenly gone. One granddaughter's teacher was suddenly gone. In response, one daughter and her neighbors transported workers to and from work by various routes. They purchased groceries. They raised funds for those who could not safely work. My two sons kept the truth of these uncomfortable events in front of the two congregations they lead in the Metro. The Twin Cities justifiably deserves the Profiles in Courage award. Counseling and kindness are now called for, along with considerable thanks to all who worked through and against this outrage. Classroom teachers and paras are important barometers of our students. I would hope that administrators will take the advice of the classroom workers as they interact with each child. Perhaps some need simply to be heard. Perhaps some need some real healing and professional help. We need to be ready to provide the help for each student and, as a legislator, to make the resources available for that help.