

Candidate for Minnesota House District 23B

Jun 23, 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 am a current teacher, the 2025 Austin Teacher of the Year, and a 2025 Minnesota Teacher of the Year finalist. With 17 years of teaching experience, I am aware of the challenges faced by schools and educators. Teachers are at burnout levels, class sizes are unsustainable, low para pay creates constant staffing shortages, schools can't find subs, schools can't keep their best educators. Public perceptions and attacks on education from the federal government are creating false narratives around teacher efficacy and are trying to manufacture a crisis to give an excuse to take money out of schools. Recent MN to school funding are leaving our schools in lowest-income rural areas facing the largest cuts, with an urgent need for increases to public school funding.

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?

1980s tax cuts for wealthiest Minnesotans have significantly shifted wealth to the top and have grossly widened income gaps. I would support a 1% tax increase on the wealthiest 10% of Minnesotans (household incomes above \$450,000) with the increase dedicated to public education funding. I would also support creative changes, such as changing the "no sales tax on clothing" policy to be "no sales tax on clothing below \$100." This could take advantage of shopping tourism in Minnesota to boost education spending through a sales tax that minimally affects luxury items and people coming from out of state to shop.

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

I do NOT support tying of school funding to test scores. Many tests are designed by for-profit companies with government contracts, who rely on low test scores to "prove" the need for more testing. In general, I would support either a reduction of testing, or a shift to tests created by the MN Dept of Ed, designed by (paid) teachers, who can build tests that accurately measure typical student learning and align with MN Standards.

I believe that a system-level decision that should be made is to reassess the efficacy of a test (such as MCAs) when a majority of students test as "not proficient." I do not believe the "problem" lies only with schools and teaching. I believe we should be also considering the tests themselves, the testing formats, and the companies creating the tests.

I do not support directly tying funding to test scores. Increasing funding for low scores encourages schools to create testing environments where students test below their ability, and decreasing funding for low scores unfairly punishes the schools that need the most help.

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?

Quite simply, I do not think the legislature or government should have a role in censorship. I support following recommendations of groups such as the American Association of School Librarians, which provides some oversight in the event of an individual attempting to make decisions for political reasons, while entrusting book decisions to people who specialize in books. All students should be able to read books with characters they identify with, who experience similar life struggles, and who find and build strength through their diversity.

Local school boards need tools to protect their students from outside groups that spread misinformation and hatred, including from groups that endorse school board members who share their hate. We can create guidance for boards to use, including factual information that they can share with the public, and groups like Education Minnesota can create non-political ad campaigns that highlight the trustworthiness of decision makers like the AASL and ALA.

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?

Financial: I would support an immediate "hold harmless" on school funding for schools impacted by ICE, whether through attendance drops or real or projected enrollment drops. I would support a 2-year hold harmless to use 2025 enrollment data for state funding, to give schools time to determine whether enrollment changes are temporary or permanent before making staffing changes.

I would support a re-evaluation of truancy policies to ensure that truancy focuses on re-enrollment, whether in-person or online, rather than punishment.

I would push for schools to be empowered to make direct (non-political) statements in support of their students, without fear of political blowback.

While only partially related, I will push for an immediate extension of the hold-harmless for Compensatory Aid, until a better funding solution and formula is created for schools facing substantial funding cuts as a result of families not filling out FRL forms. This is a major issue in my district (over \$2 million loss in Compensatory Aid, which amounts to a 2% cut to the district budget and significant cuts to many programs).