

Candidate for Minnesota Senate District 26

Jul 14, 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?

As a .Winona Area Public School Board member, it is a high priority of mine to visit schools in the district. In the last year, I have visited each of the schools in the Winona district, 3 elementary schools, the middle school and the high school. Some key observations I've had are:

- Our student to teacher ratio is too high. To optimize our students' education, we need more teachers. Of course, there are budget constraints, therefore necessitating the need for increased school funding from the State.
- Increased high school level vocational education is an important need, and we need to do more of this to prepare our students to be ready for meaningful work right out of high school. While many students from rural districts do go on to higher education, many do not. And our local employers are requesting more "job readiness" from high school graduates.
- There is a startling lack of teachers and staff of color in our district, despite a significant Black, Hmong, and Latino student population. I recognize that this is a statewide issue, as students of color and Native students make up a growing percentage of our student population. They deserve to have teachers and staff who share their lived experience.
- Paraprofessionals play a crucial role in our K-12 system. They need our recognition, support and fair compensation.

These visits and my work as a school board member are incredibly grounding for me. They will inform and help guide my work as a legislator, and as a very strong advocate for public 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?

This is a high priority of mine. I believe that state income taxes on the wealthiest must be increased in order to provide the best and most equitable education possible for all students in the State. Relying on local property tax increases and referendums to support public education is fundamentally unfair. It puts rural school districts at a disadvantage compared to suburban districts. Furthermore, property taxes fall hardest on seniors and farmers -- it's just not right. Shouldn't all students in the State have the right to a great education?

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

I know that standardized testing can be problematic, and that test scores can be used in ways that hurt the educational process, specifically for marginalized populations. At the same time, I'm not an expert in this regard and look forward to becoming better informed, and receiving more "education" on this from Education Minnesota.

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?

Banning books, any books, is not okay. Students being able to read about all kinds of people, all kinds of situations, is crucial to their full development as human beings and members of our communities and state. People of "different" backgrounds, races, identities, orientations are not to be feared. Instead, all of us, including students, need to learn about the broad spectrum of people and experience that exist in Minnesota and beyond.

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?

We need to provide resources to educational institutions affected by Metro Surge, so that their staff can provide support and assistance to families and individuals affected by Metro Surge. The federal government's actions this winter were disturbing and outrageous, and rather than protecting us, instilled fear and trauma in many, while also significantly setting back the educational progress of many students from marginalized communities.