

Candidate for Minnesota Senate District 36

Jul 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?

Otter Lake Elementary, White Bear Lake

Birch Lake Elementary, White Bear Lake

Centennial High School, Blaine/Circle Pines

Students asked sharp, specific questions about how bills actually move through committee, not just how government works in theory. Parents raised concerns about funding gaps that show up in day-to-day building decisions like staffing and program cuts. Working with the Centennial Girls Club reinforced how much mentorship matters for building confidence in young women who don't yet see themselves in leadership roles.

That visit shapes how I legislate. When parents describe budget gaps as classroom-level decisions, not line items, it sharpens how I approach funding debates at the Capitol. And when students leave understanding how the legislature works, and see women in public office, they're more likely to see themselves as future participants in that process.

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 code that asks the wealthiest corporations and individuals to pay their fair share, and I support reducing the reliance on local property tax levies to fund our schools. Property tax levies put an unfair burden on communities with less capacity to raise revenue locally, which widens gaps between districts instead of closing them. In the legislature, I've supported policies like universal school meals and increased education funding that move us toward a fairer system. I'll keep pushing for a tax structure that reflects that same principle so our schools aren't left dependent on local levies to make up the difference.

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

Standardized test scores can offer useful diagnostic information, but they shouldn't be the primary measure of a school's performance or a student's worth. As a former teacher, I saw firsthand how much a single test score misses, a student's growth over the year, their engagement, the challenges they're navigating outside the classroom. I'm especially concerned about how MCA scores get used in school accountability formulas. When students opt out, as many families choose to do, those scores are often counted as zeros, which distorts the picture and can make strong schools look like they're failing. That's not a fair or accurate way to measure a school's performance, and I don't think we should be making high-stakes decisions, for schools or for students, based on a metric that can be skewed that easily. I support looking at multiple measures of school quality and student growth, and revisiting how opt-outs are handled in state accountability formulas so schools aren't penalized for families exercising their right to opt out.

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?

Every student in Minnesota should be able to see themselves, and their neighbors, reflected in the books available to them. That includes LGBTQ+ students and students of color, whose stories are too often the first ones targeted for removal. Decisions about what belongs in a school library should be made by trained librarians and educators using established professional standards, not by politicians or outside groups pushing a political agenda. I oppose efforts to strip books from shelves because of who is in them or what they discuss.

At the same time, age-appropriateness is a real and separate question from content-based censorship. Elementary, middle, and high school students are at different developmental stages, and materials should be matched to their grade level, the same standard librarians already use for any subject matter, not just identity or race. That's a professional judgment, not a political one, and it shouldn't be used as a backdoor to ban books based on the identity of their characters.

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?

Operation Metro Surge was traumatic for our schools and neighborhoods, and BIPOC communities and immigrant families bore the brunt of it. Students missed school out of fear, families lost income, and districts lost state funding tied to attendance.

I support funding to help affected districts recover lost state aid, mental health resources for students and staff, and support for educators who stepped into crisis response roles they weren't trained for.