



Candidate for Minnesota House District 40A

Jun 11, 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?

Irondale High School: I recently visited with a group of students from the Women in the Law activity. It was an incredible experience to speak with such motivated young women and learn more about their interests, goals, and perspectives.

Mounds View High School: About a year ago, I spoke with the MV DFL group.

In both conversations, I appreciated hearing directly from students about their experiences and the priorities they want legislators to keep in mind, including the importance of a high-quality public education. I have continued to connect with students from both groups.

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?

We have a lot of options here. This could include a wealth tax, and there are also many ways in which the tax code provides breaks for Minnesotans with higher incomes that we can limit or eliminate. Reducing tax conformity with federal tax law can also help so that taxable state income is not lowered through federal deductions that favor the wealthiest. As someone who has my career advocating for older adults and Minnesotans with disabilities, I want to make sure we are lifting all boats, including in education and health care and human services. Special education is a significant priority of mine. Also my dad is a school counselor, and defending Student Support Personnel Aid and I know increasing the availability of school counselors and other support personnel is critically important. We need the funds to make this and other priorities happen.

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 provide useful information, but they should never be the only measure used to make decisions about students, educators, or schools. They are most appropriate when used by educators as one tool to understand where students may need additional support, how students are growing over time, and where schools may need more resources.

We should focus on measuring student growth and using assessment data to support students and educators, not to score political points or punish. I am also concerned when standardized testing disproportionately impacts certain students or schools, particularly students of color, students receiving special education services, English learners, and schools that have been under-resourced. When test scores reflect unequal access to resources, support, and opportunity, the response should be investment and targeted support, not blame.

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?

We can't educate our kids to make good choices and build welcoming communities if we deny them access to age-appropriate resources about sex education, gender, slavery, racism, and the diverse experiences of Minnesota families. School library decisions should be guided by educators and librarians, not politicians or outside groups trying to erase certain identities or parts of our history. Minnesota should protect students' freedom to read by trusting educators and librarians, supporting age-appropriate access to diverse books, and rejecting censorship efforts that target LGBTQIA2S+ students, students of color, or honest conversations about our history.

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?

Some schools serving many immigrant and refugee families saw attendance drop because families were afraid to send their kids to school. Without changes, those schools could lose per-pupil revenue because of absences caused by fear, not because the need disappeared. We need to make an exception here.

Schools in more deeply affected areas need additional support to reduce class sizes and support students whose learning and sense of safety were disrupted. We also need to support legislation like the House DFL proposal to keep ICE off school grounds unless there is a valid judicial warrant, because students, families, educators, and school staff deserve to be safe at school. We should also fund clear, standard protocols for student and parent safety so schools can share best practices for keeping everyone safe if federal immigration agents come onto school grounds. Funding culturally specific and linguistically accessible mental health services would also be appropriate, especially for BIPOC, immigrant, and refugee communities carrying the trauma of these actions. As mentioned above, my dad is a school counselor, and I strongly support additional funding and support for student support personnel.

NOTE: On 2 earlier questions, I answered yes, but I have some questions about the statewide insurance pool and what it would mean to have public dollars only going to public higher education institutions.