



Candidate for Minnesota House District 55B

May 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?

I had the pleasure of visiting my Alma mater, Burnsville High School, recently, as a guest of my former English teacher, Marie Hansen. I am routinely in contact with ISD 191 educators and staff as we have maintained friendships since I graduated in 2013. I have spoken at and walked their picket lines to show my support for our educators both inside and outside of serving in public office. From our visit specifically, I gained more nuanced insight into the challenges that Marie, her fellow educators, and their students face. In particular, we discussed the challenges around healthcare affordability and lack of protected preparation time in addition to how our state can implement more equitable funding approaches for public education. I always rely on the wisdom of educators, whether I am running for office or currently serving, which is why I have integrated their priorities into my platform on my campaign website, including: Creating a statewide educator health insurance program modeled after SEGIP, making sure corporations and wealthy Minnesotans pay their fair share so we can fund a greater proportion of public education costs from the state general fund and close the cross subsidy gaps in special education and ELL funding, ensure a living wage and fair compensation for educators, and strongly opposing any attempts to privatize/voucherize public education. I will continue to learn from educators in my community and engage them as active partners in advancing legislation that empowers educators and supports the needs of our students.

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?

- Worldwide combined reporting and equitable taxation of all corporate passthrough income in the state of Minnesota to ensure corporations cannot avoid taxes through tactics including profit-shifting to foreign subsidiaries
- Create a fifth tax bracket to raise taxes on the wealthiest 1% of Minnesotans
- Eliminate tax carve outs that benefit wealthy corporations and the wealthiest Minnesotans (ex. Eliminate the tax breaks on airplane parts and VIP skyboxes)
- Pass an annual wealth tax based on net worth

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

I do not think standardized testing is a particularly useful mode of student or school system-level assessment. These tests are often biased against students based on race and socioeconomic status; perpetuating systemic prejudice against both students and their schools. A single snapshot in time that does not meaningfully assess longitudinal academic growth in a manner contextualized to the individual student is seldom helpful for guiding educational decisions. I think performance-based assessments that allow for a holistic understanding of a student's growth while comprehensively assessing a student's capabilities allows for much more useful insights into individual student needs and systems-level decision making.

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?

It is important for students to interact with a wide variety of content regarding lived experiences and stories that expand their perspectives. I believe it is critical to ban book bans and protect both teacher autonomy to plan lessons engaging in exploration of diverse identities and ensure students gain insight into the realities faced by marginalized communities through the art of story telling.

The knowledge gained through reading expands perspectives, fosters empathy and compassion, and for kids belonging to marginalized communities—including the LGBTQ+ community, to which I belong—provides perhaps the only source of affirmation to them that their experiences and identities are valid in a society often outwardly hostile to them.

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 inflicted significant trauma on communities throughout Minnesota, and our Burnsville community was targeted aggressively but this illegal, brutal attack on our community members. We must immediately pass laws prohibiting immigration enforcement in/around schools, bus stops, and places where students and educators are present. We must also expand funding and access to culturally-competent in-school mental health and social work resources to help in the healing of our communities and navigate through the aftermath of Metro Surge—which has left many students and teachers living in fear and many who are grappling with the trauma of having a loved one abducted by ICE. Broadly, we need to enact a slate of reforms to state law to ensure accountability for the harm ICE has caused and fortify protections of our human and constitutional rights for the long term. This includes empowering Minnesotans to sue the federal government for violations of their rights, prohibiting municipalities from engaging in 287(g) agreements, banning the use of AI/sensitive data mass surveillance technologies like those we saw deployed during metro surge, and establishing an ongoing fund to fortify economic stability for BIPOC and immigrant communities—both now and in the event of future metro surge style operations—and ongoing access to healthcare, nutrition, and stable housing. Minnesota should have implemented an eviction moratorium during and after metro surge, so I think passing a law that automatically triggers protections from eviction during surges in federal agent/ICE activity would be a lifesaving tool to prevent families from being displaced from their homes because it is unsafe for them to go to work. We must also expand funding for training educators of color and educators from underrepresented communities and fund fair compensation during the completion of student teaching hours to make pursuing education more accessible.