



Candidate for Minnesota Senate District 63

Jun 15, 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?

In early March, I visited Sullivan STEAM School to visit with a group of excited and curious 6th graders. As with every school visit, I was struck by the patience, skill, and care of the educators and staff. I also saw the wide range of student needs, confidence levels, and learning styles that teachers navigate every day.

I watched as the educators and staff effortlessly provided individualized support—redirecting students who were distracted, encouraging quieter students to ask questions, and helping each child stay engaged in ways that worked for them. It was a powerful reminder that effective teaching is deeply personal and cannot be measured by a single test score or one-size-fits-all approach.

I left this school visit once again feeling grateful for our public schools and the teachers and staff who make them work. The visit only reinforced my belief that our teachers deserve the resources, staffing, compensation, and professional respect they need to meet students where they are. As a legislator, experiences like this remind me that education policy should be informed by the people in our classrooms every day. I will continue to work with educators, students, and families to fight for investments that support safe schools, extracurriculars, student and educator mental health, and resources that allow our teachers to help every child succeed.

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?

Like Education Minnesota, I support asking the wealthiest corporations and highest-income households to pay their fair share. Every child deserves access to a high-quality public education regardless of their race, background, or ZIP code, and we cannot continue relying so heavily on local property tax levies that create disparities between communities and schools.

I support a more progressive tax code, including creating a fifth-tier income tax for Minnesota's highest earners, so those who have benefited the most from our economy contribute more to the investments that strengthen our state. I also support ensuring large corporations pay their fair share by closing tax loopholes and preventing tax avoidance.

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

I do not believe standardized test scores are an appropriate tool for making high-stakes decisions about individual students. Standardized tests provide only a narrow snapshot of learning and fail to capture a student's growth, critical thinking, creativity, or the many ways a student demonstrates their knowledge. These tests are also not always designed to reflect the cultural and linguistic diversity of our students, which can disadvantage many learners and reinforce existing inequalities.

Individual decisions about students should instead be made by the people who know them best: educators, parents or caregivers, and when appropriate, the students themselves. Teachers work with students every day and are far better equipped than a standardized test to assess their progress, strengths, challenges, and potential. Classroom work, projects, portfolios, presentations, participation, and teacher observations all provide a more complete picture of student learning than a single exam.

At the system level, I understand how standardized test scores can help identify areas where we are succeeding and where we have work to do. These scores can likely continue to help us understand achievement and opportunity gaps, and the differences in wealthy districts versus those with more needs. While this data can be useful, I do not believe standardized test scores should ever be the sole basis for system-level decisions, and instead must be considered alongside the perspectives of educators, experts, parents, and students.

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?

I believe every student deserves access to books that reflect the diversity of the world we live in and the communities they are a part of. Seeing themselves represented in literature helps students feel seen and valued, while reading about people with different backgrounds, identities, and experiences builds empathy, critical thinking, and understanding.

I strongly oppose efforts to ban books or censor curriculum for political purposes. Decisions about school library collections or classroom materials should be guided by educators, librarians, and age-appropriate educational standards, not political pressure or special interests. Students should have access to books that honestly teach about our nation's history, including racism and discrimination, celebrate LGBTQ+ identities, reflect Minnesota's diverse families, and present scientifically accurate information.

As a legislator, I am committed to fighting against book bans and to defending our students' freedom to read.

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?

Our schools, educators, and staff played a huge role in keeping our students safe, and our communities cared for and fed during Metro Surge, and I believe we owe them support for the physical and mental trauma and financial hardships they endured.

As a Senator, I have fought to expand school-based mental health services by increasing funding for both student and educator mental health, increasing the number of mental health professionals in our schools, and requiring mental health instruction so students have the tools to recognize and address mental health challenges. We must continue investing in trauma-informed care, culturally responsive mental health services, and partnerships with community organizations that are trusted by BIPOC families and communities.

Recovery also requires addressing the financial impacts schools experienced. We must ensure schools have stable, equitable funding so they can hire and retain educators and staff, provide academic interventions and enrichment opportunities, and meet the unique needs of students who experienced disruptions. Districts serving communities that were disproportionately impacted should receive the resources necessary to close opportunity gaps rather than being expected to do more with less.