



Candidate for Minnesota House District 66B

Jul 7, 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?

Yes! I visited Washington Technology Magnet High School last fall. The students were amazing and technology facilities at the school were very interesting. When I heard from the students, however, was that they felt like there weren't enough support staff to support teachers, and not enough social workers and counselors.

I also worked with SPFE leaders and parents to organize parents to provide observers and schooling escorts during Operation Metro Surge.

These experiences furthered my belief that fully funded public schools are essential, and that community schools that provide additional services are ideal. Especially in lower income and diverse communities like my district.

I also have spent a fair amount of time at my kids' schools, and was so dismayed to hear that my daughter's theater teacher, Ms. Thorson, was losing her position. More than just a theater teacher, she was a lifeline to my daughter as she transitioned into middle school and my daughter is devastated. This personal experience helped me to realize the impact that every educator can have on a student- more than just what happens in the classroom; they can be the difference between thriving and surviving.

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?

Last year I carried the bill to create a fifth tier of taxation on the wealthiest individuals in Minnesota. With wealth disparities increasing at the expense of our public services, we should be asking the ultra-wealthy to pay their fair share. Also, because many wealthy people don't necessarily have high incomes, I'm in support of a Wealth Tax. Finally, we need to close tax loopholes that are being exploited by corporations. I'm open to discussing more progressive taxation policies that align with the goals of EdMN's members and leadership.

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

To the extent that standardized testing is useful for giving us useful data on how our students are performing, they may have some value. Ultimately, looking at test scores as a central or critical piece of education policy is not incredibly useful. We are all very well aware of the failures in measuring student success and achievement in ways that testing does not measure, like social and emotional learning, as well as the cultural biases that are embedded in these tests. Even worse, the propensity that some administrators may have to try to control curriculum to teach to the test rather than to student needs or actually learning the skills, rather than test-taking strategies.

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?

The legislature should not be in the business of banning books in our schools. Nor should local school boards. I would be happy to work on legislative language that prohibited local school boards from limiting students' access to books selected for inclusion by their school's media professionals because a small, vocal minority feels the need to impose their beliefs and will on all students.

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 continue to provide funding and training for teachers and staff for specific trauma-informed response to ICE. Also, as teachers step up to meet student needs in response to ICE, this kind of work should be considered to be a part of their preparation and administrative work, not just something that teachers and staff do as an unpaid additional part of their jobs. I would also like to see more mental health and support staff to help students who are experiencing trauma because of ICE enforcement. This is such a big problem, and I want to work with EdMN and SPFE leaders and members to craft policy that they think would be helpful to meet both student, parent, and staff needs to respond to the unimaginable cruelty that ICE has brought to our communities all over Minnesota.