

Candidate for Minnesota House District 43A

Jul 31, 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?

Public education is one of the core reasons I'm running for the Minnesota House.

As the founder of the School Board Integrity Project, I've spent the last several years working alongside school board leaders across the country to strengthen public education, support effective governance, and ensure every student has the opportunity to succeed. I've also been proud to work alongside Education Minnesota to support educators, strengthen school board leadership, and protect strong public schools.

Here at home and in this race, I've had the opportunity to meet with educators, education support professionals, school board members, district leaders, parents, and students across our district. I've visited Neill Elementary, Sandburg Middle School, and Cooper High School, and I was proud to stand with Robbinsdale Federation of Teachers members on the picket line during their contract negotiations.

Every one of those conversations and engagement opportunities have reinforced the same thing: our public schools are the heart of our communities. Educators and school staff are constantly being asked to do more with less, students deserve the support they need to succeed, and strong leadership matters.

I firmly believe and often say that the future we choose for our public schools is the future we choose for our communities. That's why I'll continue to fight for strong public schools, respect educators as the professionals they are, invest in the resources students and staff need to succeed, and ensure every child—no matter their ZIP code—has access to a high-quality public education.

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 believe everyone should pay their fair share, including the wealthiest individuals and largest corporations.

Strong public schools are one of the single best investments we can make in Minnesota's future, and they deserve a stable, sustainable funding system.

I also believe we need to reduce our overreliance on local property taxes to fund our schools. Where a student lives shouldn't determine the quality of the education they receive. I'll fiercely support increasing the state share of education funding, ensuring the per-pupil funding formula keeps pace with inflation and reflects the real cost of educating students, and making strategic investments so districts aren't forced to return to voters again and again just to barely maintain the services students rely on.

We have to invest in our future. Building that future starts with making sure every public school has the resources its students, educators, and staff need to succeed.

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

I believe standardized tests can be one tool, but they should not be the sole measure of a student's, an educator's effectiveness, or a school's success. Test scores are also often manipulated to enforce specific narratives.

We already know a lot about what helps students succeed.

Students learn best in safe, welcoming schools. They do better when class sizes are manageable, when they have access to mental health support, when their basic needs—including food—are met, and when schools have the resources they need to help every student thrive. We also know that supporting educators and partnering with families leads to better outcomes for students.

Standardized test scores alone can't tell us those things. They provide a snapshot in time, but not the full picture. Data should help us ask better questions, build better solutions, and direct resources where they're needed most—not pretend it has all the answers.

Let's use data to identify where additional support and resources are needed, and invest our time and energy in the things we already know make the biggest difference for students and educators.

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 deserves the freedom to read, learn, and see themselves reflected in their education.

I've spent my career, particularly since starting the School Board Integrity Project in 2023, defending that freedom here in Minnesota and across the country because I believe students are better served when we expand opportunities to learn, not limit them.

We need to protect academic freedom by trusting educators, librarians and media specialists, and other education professionals to make appropriate decisions about curriculum and library materials—not politicians or outside special interest groups pushing ideological agendas.

Book bans and education censorship don't prepare students for the future; they undermine public education and deny students the opportunity to engage with the diverse perspectives that help them become informed, thoughtful citizens.

We also need to ensure Minnesota's protections for the freedom to read have real teeth. That means ensuring there is real enforcement for the laws we've passed, supporting districts as they implement them, and continuing to educate communities about why intellectual freedom matters. The overwhelming majority of Minnesotans believe every student deserves access to a high-quality public education that reflects the world they live in. We shouldn't let a loud minority dictate what students are allowed to learn.

I'll continue to be a fierce and unwavering advocate for every student's freedom to read, learn, and belong in the legislature.

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 caused real and lasting harm to students, families, educators, and entire communities.

Too many students and their families walked into school carrying fear, uncertainty, and trauma instead of being able to focus on learning. Educators and school staff were asked to help students navigate an impossible situation while continuing to meet their academic, social, and emotional needs. They feared for their colleagues, delivered groceries to families, handed out whistles to help keep people safe, and showed up for their students every single day in extraordinary ways.

Families were torn apart. Bus stops became places of fear. Chemical weapons were used against children on school grounds. Those experiences didn't end when the news cycle moved on, and they exacerbated inequities that already existed.

Recovery starts by recognizing that our educators and school communities can't carry this burden alone. We need to ensure schools have the resources to provide mental health support, family engagement, and the academic interventions students need to recover. We also need to make sure districts aren't financially penalized for circumstances beyond their control and have the stable funding they need to support every student.

At the heart of it all, for me, is belonging. Every student deserves to walk into school knowing they are safe, welcomed, valued, and able to learn and thrive as their authentic self. That's not just good for students. It's what allows entire school communities to succeed.

I'll continue fighting for public schools where every student belongs, every educator is supported, and every family knows their child will be welcomed with dignity and respect.

We also saw something remarkable during this time. Neighbors showed up for one another. Educators, families, and communities found ways to protect and care for each other, even in the most difficult moments.

I want to build on that spirit, not by asking people to carry that burden alone again, but by turning those acts of compassion into lasting policies that support educators, strengthen our schools, and ensure every student has the opportunity to learn, grow, and thrive.