

Candidate for Minnesota House District 43B

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?

School of Engineering and Arts (SEA) in Robbinsdale School District. I volunteered in my son's school twice a month and read with small groups of students. I am consistently impressed with our local school - and also heartbroken at the amount of additional support that is needed and appreciated from the community (parent and community volunteers for literacy, lunchtime support, drop/off pick up assistance, etc.) My experience as a parent, PTA member, and active community member within our school district are invaluable to me as a future legislator. I will advocate for greater support for our public schools, teachers, staff, and 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?

As a parent with kids in our local public schools, I feel the need to strengthen our education system in my bones. When our schools are forced to rely constantly on local property tax levies just to keep the lights on and keep good teachers in classrooms, it creates a deeply unfair system where a child's quality of education depends entirely on their zip code—and it places an unsustainable burden on working families and homeowners. I fully agree with Education Minnesota that a truly equitable state tax code means ensuring our wealthiest corporations and highest-income households pay their fair share so the state can fully fund our schools directly.

To build that fair tax code, we need to start by closing corporate tax loopholes through measures like worldwide combined reporting, which prevents multinational corporations from using offshore tax havens to dodge paying taxes on the economic activity they generate right here in Minnesota. We also need to introduce a dedicated progressive income tax tier for the ultra-wealthy, ensuring that those at the very top contribute proportionally to the public infrastructure—like great schools and safe roads—that helped build their success in the first place.

At the same time, we have to address how we tax wealth compared to work. Working families pay taxes on every single dollar from their paychecks, while large profits from stock sales and accumulated assets often enjoy lower effective rates, so implementing a surcharge on high-value capital gains is essential to leveling the playing field. Ultimately, generating this revenue at the state level allows us to directly increase the General Education Formula allowance and index it to inflation. When the state takes on its responsibility to fully fund education, our local school districts won't be forced to repeatedly ask neighbors to raise their own property taxes through local levies just to cover basic classroom needs.

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

Standardized tests were designed to be a diagnostic thermometer, but for too long, our educational system has treated them like the cure itself. As a scientist and parent, I value data, but I also know the limits of any single measurement. Standardized test scores offer a high-level snapshot of system trends, but they should never be used as a blunt instrument to judge a child's potential, evaluate a teacher's worth, or penalize a public school.

On a system level, test scores are appropriate to use as one of many broad diagnostic tools to identify systemic inequities and resource gaps. When analyzed responsibly alongside other metrics, statewide testing data can highlight where public investment is needed most—such as identifying school districts that lack sufficient reading specialists, STEM materials, or mental health support. Used this way, testing helps the state fulfill its duty to direct resources equity-first, ensuring that under-resourced schools get the funding and support necessary to help every student thrive.

On an individual level, standardized test scores should serve only as a low-stakes, supplementary tool to help educators understand broad learning trends within a classroom or cohort. They should never dictate individual student tracking, graduation requirements, grade retention, or teacher evaluations. Real accountability and assessment happen every day through classroom-based work, teacher observations, portfolio assessments, and direct relationships with families—metrics that actually capture a student's growth, creativity, and critical thinking skills. We need to move away from high-stakes testing that narrows the curriculum and strains classroom morale, and return to an educational model that measures what truly matters.

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 deeply that every child deserves to see themselves, their families, and their lived experiences reflected in the books on their school shelves. Reading is how kids build empathy, learn critical thinking, and understand the diverse world around them. When out-of-state interest groups and political figures try to strip books about LGBTQ + individuals or American history from our libraries, they aren't protecting kids—they are attempting to erase people and limit our children's freedom to learn.

Minnesota took an important step forward by enacting legislation that prohibits public and school libraries from banning materials based solely on their viewpoint or the ideas they convey. However, state law alone isn't enough if quiet censorship or local political pressure forces educators and librarians into removing titles behind closed doors. To truly protect our students' freedom to read, Minnesota must continue to strengthen safeguards by protecting licensed librarians, enforcing transparent challenge policies, and fully funding diverse media centers.

Collection decisions should be guided by trained, licensed library media specialists who understand child development and literacy—not by political movements. We must ensure robust state-level legal protections so librarians and teachers cannot be disciplined, harassed, or threatened for upholding professional standards and curating diverse, age-appropriate collections. At the same time, while individual parents always have the right to guide their own child's reading choices, no single parent or external interest group should have the power to dictate what every child in a community is allowed to read. We must ensure every school district strictly adheres to transparent, policy-driven reconsideration processes rather than giving in to pressure campaigns or adopting third-party ban lists.

Finally, protecting access isn't just about stopping bans; it's about proactively investing in media centers and classroom libraries that reflect the full tapestry of Minnesota, including LGBTQ+ voices, Indigenous histories, and multicultural stories. When the state fully funds public education, school districts have the resources to maintain well-stocked libraries managed by professionals who foster a love of reading for every student. Our schools should be places that expand young minds, not narrow them, and we must stand firm with our educators, librarians, and students to ensure that every young person's freedom to read is fiercely protected.

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?

I know that our schools are the heart of our communities. When our neighborhoods were disrupted and terrorized during Operation Metro Surge, the harm didn't stop at the classroom doors—it walked right inside, impacting our students, educators, and families in ways that will require deep, dedicated, and sustained healing. Rebuilding our public schools from this trauma requires an intentional, multi-layered approach that prioritizes community safety, mental health, and full financial recovery, particularly for our Black, Indigenous, immigrant, and people of color (BIPOC) neighbors who bore the heaviest brunt of this federal overreach.

Having spent time on the frontlines training constitutional observers and standing alongside neighbors as an observer myself, I saw firsthand the courage of our community and the profound toll this operation took. I witnessed how families were forced to navigate sheer fear just trying to get their children safely to school, how dedicated educators had to step up as emotional anchors while dealing with their own distress, and how mutual aid networks mobilized when basic needs were threatened. Training observers to document federal enforcement and defend basic civil liberties reinforced my core conviction: when institutions fail to protect our people, community solidarity and constitutional accountability are our strongest shields. That same proactive, community-centered defense must drive how our state helps our public schools recover.

To address the deep emotional and psychological fallout, Minnesota must make massive, direct state investments in school-based mental health infrastructure. We need state funding dedicated specifically to hiring more culturally responsive counselors, social workers, and trauma-informed support staff in districts heavily impacted by the surge. Our educators also need robust state support, including paid leave, mental health resources, and practical training on managing community trauma in the classroom without carrying the entire burden alone. Crucially, we must ensure that our schools remain safe havens for learning where no student or family fears

government overreach while trying to get an education.

Finally, we must repair the severe financial damage inflicted on school district budgets and working-class families. Operation Metro Surge led to drops in attendance, sudden enrollment shifts, and unexpected administrative and security costs that placed an enormous burden on local districts. The state must step in with targeted emergency aid to stabilize district operating budgets so that under-resourced schools aren't forced to cut programs or staff. By fully funding the state education formula, expanding community wrap-around services, and ensuring public resources go directly to the communities most impacted, we can ensure our schools are fully equipped to heal, rebuild, and deliver the world-class education every child in Minnesota deserves.