

Candidate for Minnesota House District 08A

Jun 24, 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?

No

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?

Bayview Elementary (Education Minnesota-Proctor): We wife is a teacher here and I have been there a number of times, more importantly she has shared her and her coworkers experiences. This includes staffing issues, problems with school and district leadership, and the unrealistic expectations placed on our educators.

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?

During the 2025 and 2026 Minnesota legislative sessions, several progressive tax proposals were introduced that would have increased taxes on the state's highest-income and highest-wealth residents. The most significant included a proposed 1% annual wealth tax on net assets exceeding \$10 million, a new fifth income tax bracket of 10.85% for individuals earning more than \$600,000 and married couples earning more than \$1 million, and a separate proposal to create a new top income tax tier to help offset potential reductions in federal Medicaid funding. These measures would generate revenue for public services and address growing income and wealth inequality. Ultimately, none of these proposals became law, due in part to the bipartisan negotiations required in a tied Minnesota House. With the historic wealth inequality, I have no doubt that this type of legislation will continue to be discussed and hopefully passed.

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

These tests may be a useful tool for identifying trends, measuring progress, and helping direct resources and support to students and schools that need additional assistance. But, they should be only one part of a broader picture and not the primary decision making tool. Because of the potential cultural or socioeconomic bias and other flaws, like the limited focus or the test occurring in a single snapshot in time, decisions such as student promotion, teacher evaluation, school funding, or graduation eligibility should not be based solely on a single test score. These standardized assessments could be used to inform instruction, identify achievement gaps, evaluate programs, and guide targeted interventions while considering other measures of student learning and success.



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?

In 2024, Minnesota enacted the Access to Library Materials and Rights Protected Act, making Minnesota a state with some of the strongest statutory protections in the country for students' access to library materials, including books that feature LGBTQ+ characters or discuss racism, civil rights, and other controversial topics. This is the law that Education Minnesota-St. Francis used in 2025 to sue the district to replace a number of books that had illegally been removed from the schools libraries. First, Minnesota can continue to protect students freedom to read by protecting against any rollbacks of current laws. Additionally, we can strengthen and standardize the review process so all school districts have to follow the same practices when reviewing books. With this the State could provide clear guidance and expectations to the school districts. Finally, fully funding our school libraries so that they can expand their options in both their physical and digital libraries.

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 know the trauma that was caused by the violent and racist actions of Operation Metro Surge will have long lasting effects on so many people in our communities; including educators, staff, students, and families. This is something that we tried to address in the 2026 legislative session through bills that would have banned ICE from sensitive spaces like schools, hospitals, and churches; ultimately given the tied House, these failed on party line votes. As far as the work that will need to be done as we move forward, I believe it is critical that we involve the teachers/staff, families, and students themselves in deciding what actions we take.