

Candidate for Minnesota House District 33B

Jun 25, 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?

Over the past 1.5 decades I have visited every classroom in district #834 several times as our EA president (SCEA--600 strong). I served in that role for 12 years from 2011-2023. This year I taught up until and the day after at Stillwater Area High School. In addition to this I visited both Oak-Land Middle School and Stonebridge elementary. I observed teachers who were burnt out and concerned about their ability to meet the needs of their students' increasing needs. I serve on the Ed Policy and Ed Finance committee and the Pension commission as well. I will carry these visits and my connection to educators with me each day.

As a teacher I know our colleagues are fried. Many of us have served students through thick and thin over the years. The past 6 years have been particularly taxing for each of us as we served students and families through Covid, an attempted stolen presidential election, George Floyd's murder, a second Trump election win, and the federal agent surge. Our students were deeply, and negatively impacted by these events. Educators can only absorb so much negative emotion and because of their intense care for each of their students...many are now struggling themselves (I know I have stumbled a time or two). I will never waiver in an opportunity to serve students and 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?

Continuing to fight for an additional tier for the wealthiest Minnesotans. I will also continue to fight for taxing billionaire corporations who access our citizens through their control of popular technologies. As a teacher and father of three, I have seen the negative impacts that social media has on our citizens. They should be taxed and regulated. Happy to talk more about this issue as I know that my values align with Ed MN.

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

As a 22-year high school English teacher and a veteran local union president, I know firsthand that the data gathered from current standardized tests is deeply flawed and offers a highly limited picture of student capability. These exams do not support daily classroom instruction; by the time the results finally arrive, the students have already moved on to the next grade level. Furthermore, their utility for determining curricular success is severely restricted because most of these assessments arise from the Common Core framework—a system that has proven fundamentally ineffective at moving the needle on true student achievement.

Despite their minimal educational value, the financial cost of purchasing, securing, and administering these corporate-designed exams is astronomically high, diverting precious taxpayer dollars away from direct classroom resources. Worse still are the hidden, dangerous consequences inflicted upon our children. High-stakes testing cultures strip away vital instructional time and actively rob young learners of play—the critical developmental engine where children build social-emotional skills, resilience, and creativity.

System-level decisions should instead be driven by authentic and accurate assessments that do not rely on a student's zip code for success. Relying on accurate, local assessments combined with the professional judgment of licensed, highly qualified educators avoids wasting taxpayer money and, more importantly, protects the authentic learning environments required for knowledge-building in any content area.

In the Minnesota House, I will continue to treat standardized test scores strictly as isolated, macro-level indicators of systemic resource disparities rather than measures of student intellect or teacher quality. I will firmly oppose any effort to attach funding, school punishments, or educator evaluations to these flawed metrics, and instead fight to redirect our state's resources away from testing companies and back into fully staffing our schools with the teachers, counselors, and rigorously joyful learning environments our children actually need to thrive.

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?

As a high school English teacher for over two decades and a state legislator, I know that a classroom without diverse stories is a classroom that fails our children. Censorship does not protect students; it isolates them, narrows their world, and erases the lived experiences of our neighbors. Our classrooms must be spaces where literature serves as both a mirror for students to see their own identities reflected and a window to understand the diverse experiences of others. When big-money political groups target books featuring LGBTQ+ characters or honest discussions about systemic racism, they aren't trying to improve education—they are playing partisan politics with our children's futures, trying to dictate what families can see, learn, and believe.

My record demonstrates a fierce commitment to protecting Minnesota students, and my fire for public education goes far beyond basic needs like providing free breakfast and lunch. I will always ensure my votes protect local curation decisions, keeping them strictly in the hands of trained, licensed library media specialists rather than extremist political groups. I was incredibly proud to co-author and pass Minnesota's historic anti-book-banning legislation, which officially prohibits public and school libraries from removing or restricting materials based solely on viewpoint, message, or ideology. Moving forward, we must remain vigilant at the Capitol to defend this law from rollback attempts, firmly reject any back-door funding threats against districts that stand up for inclusion, and continuously back our professional librarians and educators. In a true democracy, we don't fear ideas, we explore them—and as long as I am in the Minnesota House, I will fight to ensure our schools remain vibrant hubs of intellectual freedom where every student feels safe, seen, and valued.

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?

To support our schools, educators, and students in recovering from the trauma and financial devastation of Operation Metro Surge, I will champion a decisive state-level response that prioritizes emergency funding for qualified mental health teams, stabilizes district budgets hits from the ICE surge, and codifies strict protections to keep school grounds safe from federal overreach. However, all of this will not be enough so I will always advocate for fully funding public schools. By backing local solidarity with the full financial and legislative weight of the state, we will protect our families, stabilize our school budgets, and ensure that every Minnesota student has a safe, fully-funded environment where they can heal and thrive. As the PELSB contact on the Ed Policy and Ed Finance committees I will continue to see out ways to make our education workforce more representative of our fellow Minnesotans.