

Candidate for Minnesota Senate District 64

Jul 7, 2026

Yes/No questions

1. Have you visited a public school in your district in the past year?

No

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?

I've been in a lot of public schools in St. Paul, and across the state, in the last year, for town halls, meetings about schools and their needs, conventions, and other gatherings. But I am assuming you are asking the question of whether I have done more of an actual school visit, and that answer is no. I last visited Maxfield but I believe it was over a year ago.

I have met with dozens of educators and parents in the past year, for conversations directly about schools and their needs. And I'd love to spend time in a classroom, or a few of them, this fall.

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 personally support and have previously authored legislation to create a 5th tier to tax the richest Minnesotans. I support the social media data tax our caucus has advanced, which would functionally be paid only by the ultra rich. I'm generally in support of working to ensure we have the resources we need to fund the things we care about, and I support raising revenue and closing loopholes in progressive ways to get there.

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

I think it is appropriate for educators to use individual tests and their results to work with their students to help them learn. To the extent those results showed the need for other interventions I think it is appropriate to use them accordingly.

The system-level question depends on what system. I wouldn't have a problem with a school or a program within a school using testing data to adjust their curriculum or practices, or a district doing the same. I'd hope that would be paired with perspectives from educators and feedback from the classroom. But more broadly, say at the state level, I'm not sure that tests reflect the differences between our districts and our students, and the resources they have available to them, in a way that I would want to trust the results of a test to dictate policy.

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?

We've seen this issue play out in Minnesota schools and it is disturbing, especially when we see the efforts of the Far Right in the US to erase the important but painful history of our country. I have generally been wary of the legislature using its power to preempt local communities. In this case I'd want to get into the details. If there are ways we can ban book bans, certainly those book bans that seek to erase our history or limit telling our stories, with some reasonable exceptions as needed, and without so many loopholes as to make them toothless, I'd be very interested in that discussion.

This question also comes up when we talk about internet and social media access. We have taken steps to require parent approval of student accounts, as an example. I'll say I supported those bills because, while they do have the potential to restrict access, they also reduce some of the other harms I see caused by social media.

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?

It's important that we start by naming the reality of the impact. While I didn't visit this past spring, I spoke regularly with St. Paul teachers, union leaders, and administrators (and those from other districts) about the impacts on their students, on educators, and on school finances. Many of those impacts are lasting, especially those related to trauma, to missed school, and to lost resources that are not accounted for in other ways. And we know that these impacts were not felt evenly across the state.

We've supported compensatory aid as a tool that seeks to get to some of those differences, but that too is underfunded and doesn't account for additional harm. Our caucus would like to work to update that model, and an update could be a way to get at more of the core problem you're raising.

As the state's Truth Commission seeks to tell the story of Metro Surge and how it harmed our families and communities, I hope we can pair their work with an honest assessment of the lasting impacts on students and educators. This is also a place where Education Minnesota's perspective, as an advocate and an aggregator of what's happening in our schools, would be valuable. I'd like to suggest conversations this summer and fall, leading into the budget session next January, that seek to keep legislators up-to-speed on what educators are seeing, and what we can do about it going into the legislative session.