



Cordova for President

Moving Forward Together

www.vincentcordova.com | info@cordova2028.com | (350) 229-1046 | MANTECA, CA 95336

The United States Constitution

Article II, Section 1 of the U.S. Constitution imposes only three eligibility requirements on persons serving as president, based on the officeholder's age, time of residency in the U.S., and citizenship status:

U.S. Constitution – Presidential Candidate Eligibility

"No person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any person be eligible to that Office who shall not have attained to the Age of thirty-five Years, and been fourteen Years a Resident within the United States."

Executive Order

Establishing a Task Force for Progressive Educational Reform

Preamble

The U.S. education system faces persistent challenges that hinder student potential, including disengagement, declining creativity, and insufficient real-world preparedness. Currently, only 33% of U.S. high school students feel engaged in their education, according to a Gallup survey, and the U.S. ranks 13th globally in educational outcomes despite spending more per student than most countries. Countries like Finland, which integrate holistic and progressive models, consistently outperform the U.S. in literacy, numeracy, and problem-solving skills. By transitioning to a balanced educational model that combines progressive philosophies and traditional academics, the U.S. has the potential to increase student engagement by 25%, improve career readiness metrics by 40%, and foster a generation of innovative, well-rounded individuals. This initiative will create a roadmap for implementing this transformation while addressing funding, training, and infrastructure challenges.

Purpose:

To gather comprehensive data, engage stakeholders, and develop a strategic plan for transitioning the U.S. education system toward a balanced model integrating progressive educational philosophies with traditional academic studies. This model will address current gaps in student engagement, creativity, and real-world preparedness, while reinforcing foundational academic skills, financial literacy, and other life skills literacy such as digital competence and civic understanding. Financial literacy programs will include practical components such as budgeting, investing, and understanding credit, while life skills literacy will cover essential topics like digital safety, communication skills, and civic responsibilities, ensuring equity across diverse communities. This initiative aims to ensure that every child can prosper academically, creatively, and socially.



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By the authority vested in me as President of the United States by the Constitution and the laws of the United States of America, it is hereby ordered as follows:

Section 1: Establishment of the Task Force on Progressive Educational Reform

1.1 Name:

The task force shall be called the "Task Force for Progressive Educational Advancement and Traditional Integration" (TPATI).

1.2 Membership:

The Task Force shall consist of:

- Education policy experts.
- Representatives from federal and state departments of education.
- Educators from public, charter, and progressive schools (e.g., Montessori, Waldorf).
- Representatives from rural and underserved communities to ensure diverse perspectives are included.
- Child psychologists and development specialists.
- Community leaders, parents, and student representatives.
- Economists to assess funding mechanisms.
- Technology and innovation specialists to explore scalable solutions.

Section 2: Objectives and Responsibilities

2.0 Global Participation:

- Collaborate with international education leaders to identify global best practices and adapt them to the U.S. context.
- Facilitate cross-cultural exchanges between educators and students to foster understanding and innovation.
- Launch a global online platform for educators, parents, and policymakers to share ideas, case studies, and success stories.
- Host an annual international education summit to evaluate progress, share innovations, and refine strategies for global and national educational transformation.



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2.1 Data Collection and Analysis:

- Evaluate the effectiveness of existing educational models, including project-based learning (PBL), Montessori, Waldorf, STEAM, and traditional systems, using standardized test scores, student engagement metrics, financial literacy skills (measured through pre- and post-program assessments, budgeting simulations, and applied projects), and long-term career outcomes as key benchmarks.
- Identify successful domestic and international systems that balance creativity with academics.
- Assess student outcomes such as academic performance, emotional well-being, and career readiness.

2.2 Stakeholder Engagement:

- Conduct listening sessions with educators, parents, students, and administrators.
- Host national and regional forums to gather input on needs, challenges, and aspirations for education reform.

2.3 Pilot Programs:

- Propose and implement pilot programs in diverse school districts to test a balanced model.
- Evaluate outcomes and scalability.

2.4 Funding Strategies:

- Identify funding sources, including public-private partnerships, federal grants, and state contributions. Include examples or case studies of successful funding models, such as partnerships with technology companies for STEAM programs or grants supporting rural education initiatives, to guide this effort.
- Propose legislation or policies to ensure equitable distribution of resources.

2.5 Transition Plan:

- Develop a phased approach for nationwide implementation.
- Address potential challenges such as teacher training, curriculum development, and infrastructure needs.



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Section 3: Reporting and Timeline

3.0 Timeline for Completion and Implementation:

- The Task Force shall complete its evaluation, develop recommendations, and submit its final report within one year.
- Implementation of the balanced educational model will begin progressively throughout the first year where feasible, with full implementation starting in the second year.

3.1 Reporting:

The Task Force shall submit:

- An interim report within six months detailing initial findings and recommendations.
- A comprehensive final report within 18 months outlining a strategic plan for national implementation.

3.2 Implementation Timeline:

The final report shall include:

- A proposed timeline for integrating the balanced model across U.S. schools.
- Steps to ensure smooth transitions and stakeholder collaboration.

Section 4: Immediate Actions

4.1 National Awareness Campaign:

Launch an awareness campaign to inform the public about the initiative and its benefits for students, incorporating key elements such as social media outreach, town hall meetings, partnerships with educational organizations, and opportunities for direct public and student participation through surveys, focus groups, and interactive workshops to ensure widespread engagement and understanding.

4.2 Pilot Schools:

Select 50 schools across diverse regions to serve as pilot sites for testing the balanced model.

4.3 Funding Allocation:

Direct initial federal funding to support research, pilot programs, and teacher training.



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Section 5: Oversight and Accountability

5.1 Oversight:

The Task Force shall report to the U.S. Secretary of Education and the President.

5.2 Accountability Measures:

Ensure transparency by:

- Publishing reports online for public access.
- Holding quarterly public hearings to update progress and gather feedback.

Section 6: Broader Vision

6.1 Holistic Development:

The balanced model will:

- Enhance creativity and innovation.
- Foster emotional and social intelligence.
- Improve academic performance and career readiness.
- Equip students with essential financial literacy and other practical skills for daily life, including digital literacy, time management, problem-solving, and civic engagement. These skills will be incorporated through daily classroom activities such as interactive workshops, group projects, and real-world simulations, while assessments will include practical applications like managing mock budgets, designing digital presentations, and participating in civic-focused debates or service projects.
- Incorporate comprehensive curricula and extracurricular activities found in private schools, such as advanced language programs, fine arts, leadership training, and small group mentorship, while adapting these features for public schools through strategic resource allocation and scalability measures. This includes leveraging existing community resources, developing teacher training programs, and implementing phased rollouts to ensure equitable access without compromising quality.

6.2 National Prosperity:

By investing in this educational transformation, the U.S. will cultivate a generation of well-rounded, capable citizens equipped to lead and innovate in a rapidly changing world.



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Effective Date: This Executive Order shall take effect immediately upon signing. The Task Force shall convene its first meeting within 30 days.

Signed,

Vincent Cordova
President of the United States