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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."

A LETTER TO AMERICA'S TEACHERS AND EDUCATORS

TO: Our Teachers & Educators

FROM: Vincent Cordova | The Office of the President-Elect of the United States of America

DATE: Saturday, May 16, 2026

SUBJECT: On the Guardian Curriculum and the Role You Were Always Meant to Play

To **Every Teacher, Educator, Counselor, Coach, and School Administrator in the United States:**

I am not writing to you as a candidate asking for your vote.

I am writing to you as someone who understands that you have been doing the most important work in this country under conditions that have been, for too long, unworthy of that work. You have been underpaid. You have been under resourced. You have been handed mandates from people who have never stood in front of thirty children at 8 in the morning and tried to make something true and lasting happen in a single hour.

And through all of it, most of you kept showing up. Not because the system deserved it. Because the children did.

This letter is about what I believe you were always meant to teach — and what the system has consistently prevented you from teaching. It is about the Guardian Curriculum. And it is an honest conversation, not a campaign pitch, about what this framework asks of you, what it offers you, and why I believe you are the only people in this country who can make it real.



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PART ONE: WHAT YOU ALREADY KNOW

You already know that something is missing.

You can feel it in the gap between what you are asked to teach and what the children in front of you actually need to understand about the world they are about to enter. You teach the three branches of government and watch students memorize the answer for the test and forget it by the following week — not because they are incapable, but because nothing in that lesson connects to their actual lives.

You teach financial literacy — if your district funds it at all — as a set of personal finance skills: how to balance a checkbook, how to read a pay stub, how compound interest works on a credit card. These are not unimportant. But they prepare students to navigate a system without ever teaching them that the system can be questioned, that it was built by people, that it can be rebuilt by people, and that they have both the right and the responsibility to participate in that rebuilding.

You teach history — the founding, the wars, the movements — but rarely with enough time or curricular support to teach the economic forces that drove those events, who controlled the resources that made some outcomes possible and others impossible, and what ordinary people did when they organized to change the conditions of their lives.

You know there is more. Most of you have tried to teach the more anyway — on your own time, with your own resources, often in ways that were not officially sanctioned and that you carried the risk of personally. You assigned the reading that made someone call the principal. You asked the question in class that made a student go home and look something up for the first time in their life. You connected a current event to a historical pattern and watched a child's face change when they realized the pattern was real and they were living inside it.

That instinct — to teach the whole truth, to connect knowledge to power, to prepare children not just for employment but for citizenship — is exactly what the Guardian Curriculum is built on. You were already trying to do this. The Guardian Curriculum gives it structure, legitimacy, funding, and the institutional support that most of you have never had.



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PART TWO: WHAT THE GUARDIAN CURRICULUM ASKS OF YOU

I will not pretend this is simple. You deserve honesty about what this framework requires.

It requires you to teach material that is genuinely new for most educators. Resource governance, public trust law, commodity markets, royalty rates, the mechanics of lobbying and regulatory capture — these are not subjects covered in most teacher preparation programs. The Guardian Curriculum's Teacher Certification program exists precisely to address this. It is not a weekend seminar. It is substantive professional education, and it comes with a salary supplement funded through the American Resource Dividend because this work has value and that value deserves to be compensated.

It requires you to manage a classroom that engages with genuinely contested questions. The Guardian Curriculum does not tell students what to conclude about resource policy. It teaches them how to analyze it. That means your classroom will contain students who reach different conclusions — and your job is to hold that space with intellectual rigor and genuine neutrality on contested policy questions, while never being neutral about the requirement to think, to engage, and to participate.

A teacher who tells a student their Local Resource Report is wrong because it recommends lower royalties has violated the curriculum. A teacher who fails to teach what a royalty is has violated their professional obligation. The line between those two failures is where good teaching has always lived — and you already know how to walk it.

It requires you to take students into actual civic processes. The Guardian Project is not a simulation. Students attend real meetings, submit real public comments, engage with real governance questions in their communities. Your role is to prepare them for that engagement, to accompany them through it, and to help them process what they find — including the moments when their first encounter with real governance is discouraging or confusing or infuriating. Those moments are not failures of the curriculum. They are the curriculum.

It requires you to teach the Two Lenses — the Shared Species framework and the Golden Rule as a civic practice — and to embed them throughout everything else. This is not a separate unit on tolerance or diversity. It is a foundational orientation that runs through



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every stage of the curriculum, from the kindergartner asking whether the river knows the difference between one family and the family downstream, to the high school senior whose Guardian Project must include a Species Impact Statement documenting how their proposal affects people different from themselves.

This is the hardest part of what the curriculum asks. Not because it is intellectually difficult. Because it requires students — and sometimes their teachers — to genuinely reckon with the humanity of people they have been taught, by culture and circumstance, to see as different from themselves. That reckoning is not comfortable. It is essential. And you are the people best positioned to guide it, because you have been sitting with thirty different human beings at a time, in all their difference and sameness, for your entire career.

PART THREE: WHAT THE GUARDIAN CURRICULUM OFFERS YOU

The salary supplement matters and I will not minimize it. Teachers in this country have been asked to do more with less for so long that any honest policy conversation has to start by acknowledging the material reality of your working lives. The Guardian Certification supplement is real, funded, and indexed to the Resource Dividend so that it grows as the program grows.

But that is not the most important thing the Guardian Curriculum offers you.

The most important thing it offers is this: it makes the purpose of what you do legible again.

Teaching has a purpose that most teachers feel deeply and most education systems never fully articulate. That purpose is not test scores. It is not college acceptance rates. It is not workforce readiness, though all of those things matter. The purpose of teaching, in a democracy, is to produce people who are capable of governing themselves and their shared inheritance — people who know what they own, understand how it is managed, and accept the responsibility of guarding it.



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The Guardian Curriculum says that out loud. In policy. With funding. With a governance structure that puts teachers — not private curriculum corporations, not financial industry representatives, not political appointees — at the center of how the content is developed and how it evolves.

The National Curriculum Council that develops and maintains the Guardian Curriculum is composed of public school teachers, curriculum specialists, resource managers, civic organizations, labor representatives, and academic researchers. No private equity. No financial industry. No curriculum vendors with a product to sell to your district. The curriculum belongs to the public, like the resources it teaches students to govern, and the teachers who deliver it are central to its stewardship.

The Guardian Curriculum also offers you something rarer: a framework that connects every subject you teach to a coherent civic purpose.

Science teachers who teach ecology, hydrology, and geology are teaching students to understand the natural systems their resource inheritance depends on. English teachers who teach argument, evidence, and public writing are teaching students the tools they will use to submit public comments, challenge permits, and make the case for governance that serves the public interest. Math teachers who teach data analysis and financial literacy are teaching students to read the documents that govern their inheritance. History teachers who teach the arc of American resource policy are teaching students that the present is not inevitable and the future is not fixed.

The Guardian Curriculum does not ask you to abandon your subject. It asks you to connect it. To show students that the knowledge they are acquiring has a destination beyond the test — that it is the equipment of citizenship, and that citizenship, seriously practiced, is the most important thing they will ever do.

PART FOUR: THE HONEST CONVERSATION ABOUT PUSHBACK

You will face it. Some of it will come from parents who hear "civic ownership" and "public resources" and assume they are being told what political conclusions to reach. Some will come from administrators worried about community reaction. Some will come from



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school board members who have been told — by people with an interest in an uninformed public — that this curriculum is political indoctrination.

Here is how to answer that charge directly, because you will need to be able to answer it:

Teaching a child that the United States holds \$45 trillion in natural resources that belong to the public is not a political position. It is a fact. Teaching them what a royalty rate is and how it is set is not advocacy. It is civics. Teaching them that they have the legal right to attend a public meeting, review a public contract, and submit a public comment on a resource permit is not ideology. It is the law.

What is ideological is continuing to teach civic participation as a theoretical right while providing no practical knowledge of how economic power operates, how public resources are governed, or what the mechanisms are for citizens to exercise their ownership. That omission has served the interests of those who benefit from an uninformed public. It has never been neutral. The people who call the Guardian Curriculum political are often the same people who have benefited for decades from a civic education system that left citizens unable to ask informed questions about the governance of public wealth.

The Guardian Curriculum teaches students how to analyze contested questions — not what to conclude. A student who completes the Local Resource Report and concludes that current royalty rates are appropriate, if they have reasoned their way there with evidence and engaged honestly with the Other Side section and the Shared Species lens, has done exactly what the curriculum requires. Intellectual honesty, not predetermined conclusions, is the standard.

You will also face pushback from students — particularly older students who have been told, by the culture and sometimes by their families, that civic engagement is futile, that the system cannot be changed, that participation is naive. This is the most important pushback to address, and the most delicate.

Do not argue with it. Teach through it.

The history of the Alaska Permanent Fund. The history of the conservation movement. The history of the community land trust movement. The history of every civic reform that seemed impossible until it happened. These are not inspirational stories. They are



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documented cases of ordinary people who understood what they owned, organized around that understanding, and changed the governance of public wealth in ways that lasted. The evidence is the argument.

PART FIVE: WHY YOU ARE THE ONLY PEOPLE WHO CAN DO THIS

Policy can create a framework. Funding can build a structure. A president can sign a bill.

None of that produces a guardian.

What produces a guardian is a teacher who looks at a ten-year-old and decides, in the daily ordinary miracle of a classroom, that this child deserves to know what they own. Who asks the question that makes the child see themselves not as a consumer or a future worker but as an heir to something vast and shared and worth protecting. Who gives them the language and the tools and the confidence to walk into a public meeting someday and speak on behalf of their community and their inheritance.

That is not a policy. That is a relationship. And relationships are what you do.

The extraction economy needs citizens who do not ask questions about where the value of public resources goes. It needs people who are busy, tired, financially stressed, and convinced that civic participation is someone else's job. It has invested enormously, for generations, in an education system that produces exactly those people.

You are the counterforce. You have always been the counterforce. Every teacher who ever asked a child to think past the textbook, to question the official story, to connect what they were learning to the world they were living in — every one of you was already doing the work the Guardian Curriculum names and formalizes.

I am asking you to do it with the backing of a national framework, a funded certification program, a curriculum that belongs to the public and not to a vendor, and an administration that understands that the most durable reform in any democracy is not the law that passes — it is the citizen who knows enough to demand it and defend it.



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PART SIX: A DIRECT WORD ABOUT COMPENSATION AND RESPECT

I want to say something clearly that has not been said clearly enough by people in my position.

You are underpaid. Not slightly. Significantly. The median teacher salary in the United States does not reflect the importance of the work, the training it requires, the emotional labor it demands, or the hours it actually consumes. A country that compensates its teachers below what it pays its insurance adjusters has its priorities exactly backward and has been living with the consequences of that choice for decades.

The Guardian Curriculum's salary supplement is a beginning, not a solution. The broader education funding framework of the Cordova administration — federal K-12 funding expanded to a full \$300 billion annually, a national teacher salary floor of \$75,000 indexed to real inflation — addresses the structural compensation failure. The Guardian Certification supplement sits on top of that foundation for the educators who undertake the additional training and responsibility this curriculum requires.

Beyond compensation, there is the question of respect. The Guardian Curriculum's National Curriculum Council is structured to reflect a simple principle: the people who teach know what can be taught, and they should be central to determining how. No curriculum corporation selling a product to your district. No financial industry representative whose interests are directly opposed to an informed citizenry. No political appointee using the curriculum as a vehicle for ideology.

Teachers. At the center. Where you should have been all along.

CONCLUSION: THE GENERATION YOU WILL BUILD



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Every reform this campaign proposes — the National Resource Trust, the nonprofit healthcare system, the public auto insurance fund, the affordable housing framework — will face continuous opposition from the interests it displaces. That opposition will be patient, generational, and very well funded.

The only force that matches it, across generations, is a citizenry that was taught from childhood to be guardians. Taught by people who understood that citizenship is not a theoretical concept but a practiced skill. Taught in classrooms where the question "What do we own, and how is it governed, and what is our role in guarding it?" was not a political question but the most important civic question a democracy can ask.

You are the people who will build that generation. Not this campaign. Not this administration. You.

The postal worker who asked when things were going to get better — he is a product of a system that never taught him what he owned or gave him the tools to protect it. The generation you teach will know. They will have attended the meetings. They will have submitted the comments. They will have written the reports and asked the questions and stood in the public forum and made the case.

They will know that the river does not know the difference between one family and the family downstream. And neither should they.

That is the generation you were always meant to build.

I am asking you to build it now.

With respect, with gratitude, and with the clear understanding that none of this happens without you,



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IF YOU ARE AN EDUCATOR WHO WANTS TO BE PART OF BUILDING THIS:

Contact us at info@cordova2028.com with the subject line GUARDIAN EDUCATOR.

We need to build an advisory network of teachers, curriculum specialists, and school administrators from every region and every type of school community in the country — rural, urban, suburban, public, charter, tribal, and alternative — to inform the development of the National Curriculum Council and the Teacher Certification program.

Your experience in a classroom is not background information. It is the essential intelligence this framework requires to work.

We want to hear from you.

Vincent Cordova
The next 48th President of the United States,

A Member of Your Global Family
On behalf of all who refuse to surrender the future without a fight.