

Why It Matters

Florida's Constitution, Government, Laws, and Citizenship



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Institute**

UNIVERSITY OF CENTRAL FLORIDA



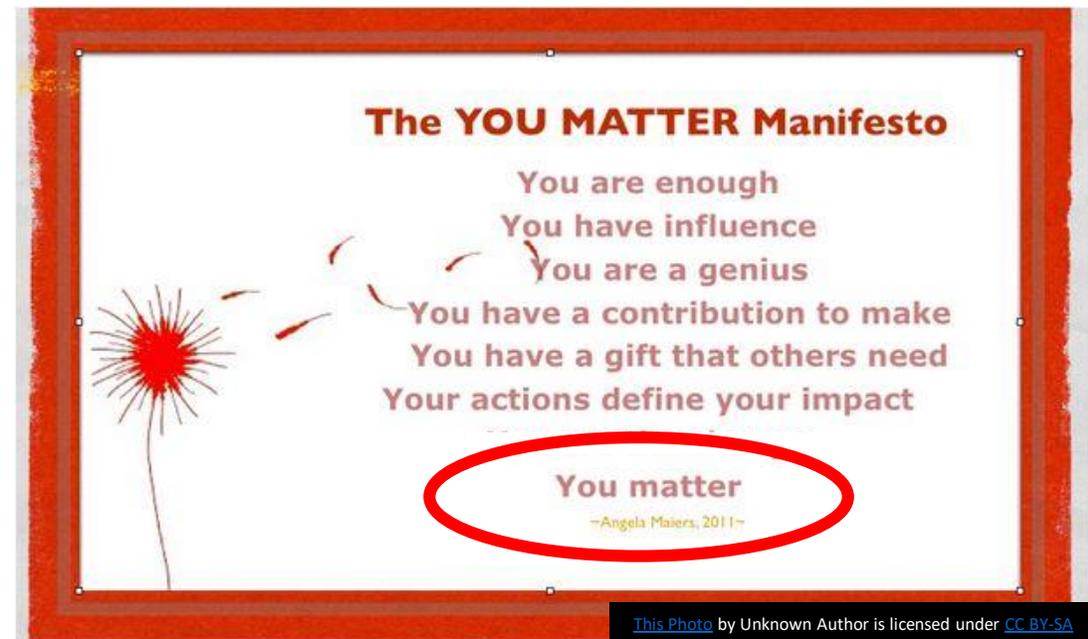
UCF

Our Conversation

- The importance of understanding the Constitution
- Teaching local and state government and why it matters
- Students and Civic Engagement
- The Citizenship Path

But First...

- Why **you** matter





Why The Constitution Matters

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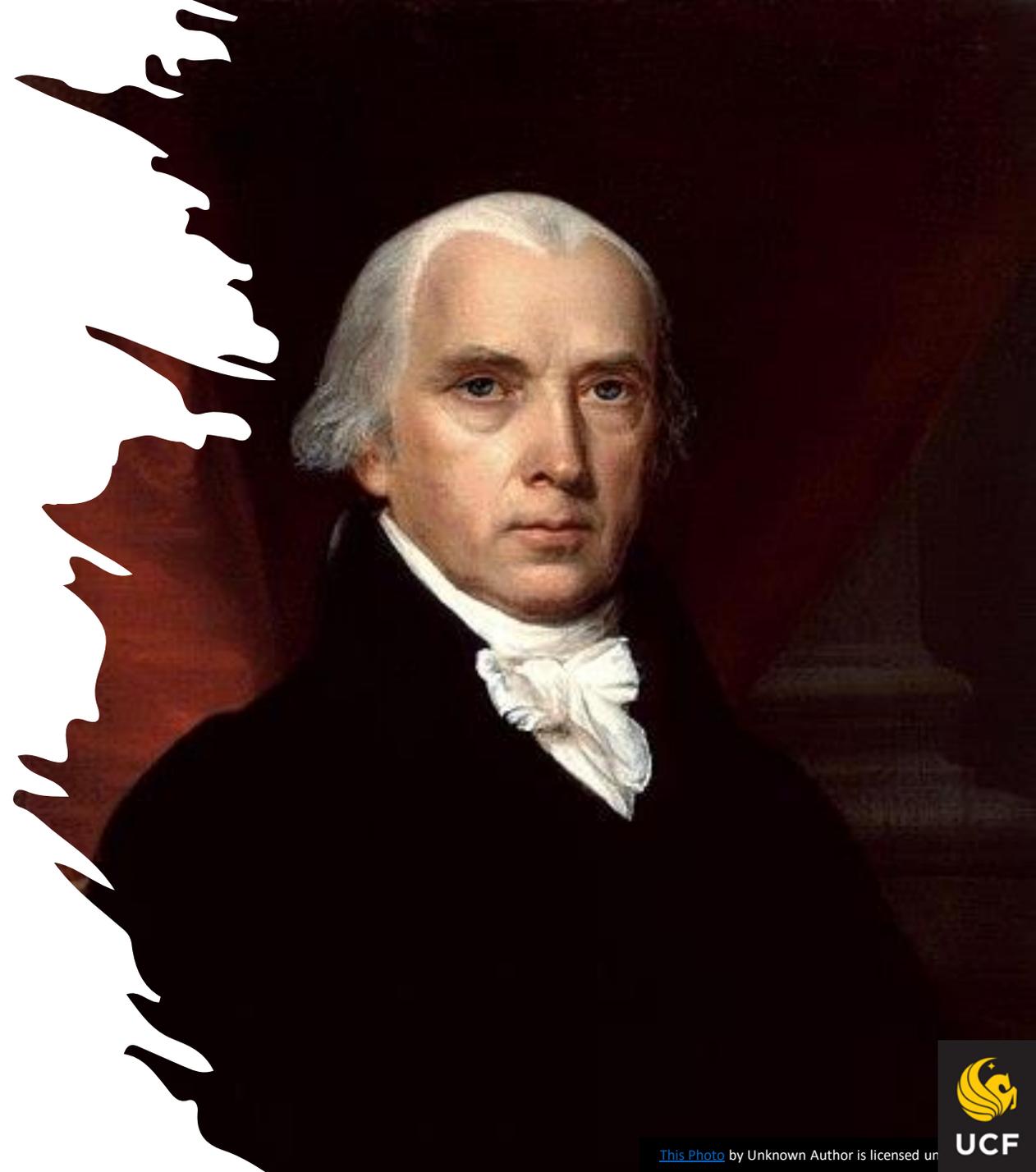


A
Framework
for
Governance
and Popular
Sovereignty

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Federalism and Why It Matters

“The powers delegated by the proposed Constitution to the federal government are few and defined. Those which are to remain in the State governments are numerous and indefinite...The powers reserved to the several States will extend to all the objects which, in the ordinary course of affairs, concern the lives, liberties, and properties of the people, and the internal order, improvement, and prosperity of the State.” ---Federalist #45



Preamble

We the people of the State of Florida grateful to Almighty God for our constitutional liberty, in order to secure its blessings and to form a more perfect government, insuring domestic tranquility, maintaining public order, and guarantying equal civil and political rights to all, do ordain and establish this Constitution

Declaration of Rights

Section 1. All men are equal before the law, and have certain inalienable rights among which are those of enjoying and defending life and liberty, acquiring, possessing and protecting property and pursuing happiness and obtaining safety

Section 2. All political power is inherent in the people. Government is instituted for the protection, security and benefit of the citizens, and they have the right to alter ^{or} amend the same whenever the public good may require it, but the paramount allegiance of every citizen is due to the Federal Government, and the people of this State have no power to dissolve its connection therewith

Section 3. The right of trial by jury shall be secured to all, and remain inviolate forever

Section 4. All courts in this State shall be open, so that every person for any injury done him in his lands, goods, person or reputation shall have remedy, by due course of law, and right and justice shall be administered without sale, denial or delay

Section 5. The free exercise and enjoyment of religious profession and worship shall forever be allowed in this State and no person shall be rendered incompetent as a witness on account of his religious opinions; but the liberty of conscience hereby secured shall not be so construed as to justify licentiousness

The Evolution of Florida's Constitution

P R E A M B L E

We, the people of the State of Florida, being grateful to Almighty God for our constitutional liberty, in order to secure its benefits, perfect our government, insure domestic tranquility, maintain public order, and guarantee equal civil and political rights to all, do ordain and establish this constitution.

ARTICLE I

DECLARATION OF RIGHTS

Section 1. POLITICAL POWER.-- All political power is inherent in the people. The enunciation herein of certain rights shall not be construed to deny or impair others retained by the people.

Section 2. BASIC RIGHTS.-- All natural persons are equal before the law and have inalienable rights, among which are the right to enjoy and defend life and liberty, to pursue happiness, to be rewarded for industry, and to acquire, possess and protect property; except that the ownership, inheritance, disposition and possession of real property by aliens ineligible for citizenship may be regulated or prohibited by law. No person shall be deprived of any right because of race or religion.

Section 3. RELIGIOUS FREEDOM.-- There shall be no law respecting the establishment of religion or prohibiting or penalizing the free exercise thereof. Religious freedom shall not justify practices inconsistent with public morals, peace or safety. No revenue of the state or any political subdivision or agency thereof shall ever be taken from the public treasury directly or indirectly in aid of any church, sect, or religious denomination or in aid of any sectarian institution.

The 1968 Florida Constitution



We the People of the
insure domestic Tranquility, provide for the common Defence, and our Posterity, do ordain and establish this Constitution for

Article I

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Persons, but each State shall have at least one Representative, and until such Enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York one, New Jersey four, Pennsylvania eight, Delaware one, Maryland one, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

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Section 3. RELIGIOUS FREEDOM.-- The free exercise of religion respecting the establishment of religion, or prohibiting or penalizing the free exercise thereof, shall not justify practice inconsistent with public morals, peace or safety. No tax or duty of the state or any political subdivision thereof shall ever be taken from the property of any person directly or indirectly in aid of any religious institution or in aid of any sectarian institution.

The Federal and Florida Constitutions



★ OFFICIAL SAMPLE BALLOT

GENERAL ELECTION ★ NOVEMBER 3, 2020

DEADLINE FOR NEW
VOTER REGISTRATIONS:
OCTOBER 5, 2020

- President and Vice President**
(Vote for One)
- Donald J. Trump REP
 - Michael R. Pence DEM
 - Joseph R. Biden Kamala D. Harris LFP
 - Jo Jorgensen Jeremy "Spike" Cohen LFP
 - Roque "Rocky" De La Fuente Darcy G. Richardson REF
 - Gloria La Riva Sunil Freeman PSL
 - Howie Hawkins Angela Nicole Walker GRE
 - Don Blankenship William Mohr CPF
 - Write-In:

District Court of Appeal
Shall Judge Meredith Sasso of the Fifth District Court of Appeal be retained in office?
 Yes
 No

District Court of Appeal
Shall Judge F. Rand Wallis of the Fifth District Court of Appeal be retained in office?
 Yes
 No

Circuit Judge, 7th Judicial Circuit, Group 14
(Vote for One)
 Joan Anthony
 Dan Hilbert

ONLY VOTERS WHO RESIDE WITHIN THE CITY LIMITS OF PALM COAST

City of Palm Coast Mayor
(Vote for One)
 Milissa Holland
 Alan Lowe

City of Palm Coast Council Member, District 1
(Vote for One)
 Ed Danko

Representative in Congress, District 6
(Vote for One)
 Michael Waltz REP
 Clint Curtis DEM
 Write-In:

State Attorney, 7th Judicial

No. 1 Constitutional Amendment, Article VI, Section 2
Citizenship Requirement to Vote in Florida Elections
This amendment provides that only United States Citizens who are at least eighteen years of age, a permanent resident of Florida, and registered to vote, as provided by law, shall be qualified to vote in a Florida election.
Because the proposed amendment is not expected to result in any changes to the voter registration process in Florida, it will have no impact on state or local government costs or revenue. Further, it will have no effect on the state's economy.
 Yes
 No

No. 2 Constitutional Amendment, Article X, Section 24
Raising Florida's Minimum Wage
Raises minimum wage to \$10.00 per hour effective September 30th, 2021. Each September 30th thereafter, minimum wage shall increase by \$1.00 per hour until the minimum wage reaches \$15.00 per hour on September 30th, 2026. From that point forward, future minimum wage increases shall revert to being adjusted annually for inflation starting September 30th, 2027.
State and local government costs will increase to comply with the new minimum wage levels. Additional annual wage costs will be approximately \$16 million in 2022, increasing to about \$540 million in 2027 and thereafter. Government actions to mitigate these costs are unlikely to produce material savings. Other government costs and revenue impacts, both positive and negative, are not quantifiable.
THIS PROPOSED CONSTITUTIONAL AMENDMENT IS ESTIMATED TO HAVE A NET NEGATIVE IMPACT ON THE STATE BUDGET. THIS IMPACT MAY RESULT IN HIGHER TAXES OR A LOSS OF GOVERNMENT SERVICES IN ORDER TO MAINTAIN A BALANCED STATE BUDGET AS REQUIRED BY THE CONSTITUTION.
 Yes
 No

No. 3 Constitutional Amendment, Article VI, Section 5
All Voters Vote in Primary Elections for State Legislative, Governor, and District

The Florida
Constitutional
Amendment
Process and
Why It
Matters

The Florida Constitutional Amendment Process and Why It Matters

- By the Florida Legislature, with a three-fifths vote of the membership of both houses.
- By the Constitution Revision Commission, which is established every 20 years to consider and propose amendments, whose members are appointed by the 3 different branches of state government.
- By the Taxation and Budget Reform Commission, which is established every 20 years to consider and propose amendments, made up by members appointed by the executive and legislative branches of state government.
- By a constitutional convention, which is called by the simple majority approval of a voter initiative asking for a convention.
- By voter initiative, as a proposed amendment to appear on the ballot. By law, any such amendment 1) is limited to a single subject, 2) must include a ballot title not to exceed 15 words in length, 3) must also include a ballot summary not to exceed 75 words in length, and 4) must further include a financial impact statement not to exceed 75 words in length.

Florida Local Government and Why It Matters



Florida Local Government and Why It Matters



Civic Education in Florida: The Creation of a Civic Minded Citizenry

- Applicable knowledge of America's Founding Principles and Documents
- Civic virtue: personal responsibility, civility, respect in political, social, and religious discourse and lawful civic engagement
- Respects the military, elected officials, civic leaders, public servants, and all those who have defended the blessings of liberty in pursuit of the common good
- Understands the US Constitution, Bill of Rights, and other amendments and defends the core values of these documents and their associated principles
- Recognizes how political ideologies such as communism and totalitarianism conflict with the principles of freedom and democracy
- Appreciates the price paid by previous generations to secure the blessings of liberty and our responsibility to maintain it

Potential Outcomes of Civic Education

- Civic virtues
- Importance of engaged citizenship
- Tolerance of others
- Civic media literacy
- Political engagement
- Community civic engagement
- Online civic engagement
- Current issue awareness
- Civic classroom experiences
- Classroom climate

Florida Civic Attitudes and Engagement Survey

Given yearly between 2015
and 2020

Outcome data from over
26,000 7th grade students
who completed Florida's
middle school civics course

The impact of instructional
practices and classroom
climate on student civic
values and schools as
vectors of civic socialization

A follow up survey from
2020 looked at graduating
seniors who first took the
survey in middle school

General Findings

Consistent impact of select pedagogical approaches on student civic engagement and improved non-cognitive outcomes

Impact of Florida Civics EOCA in civic education has been an overall positive

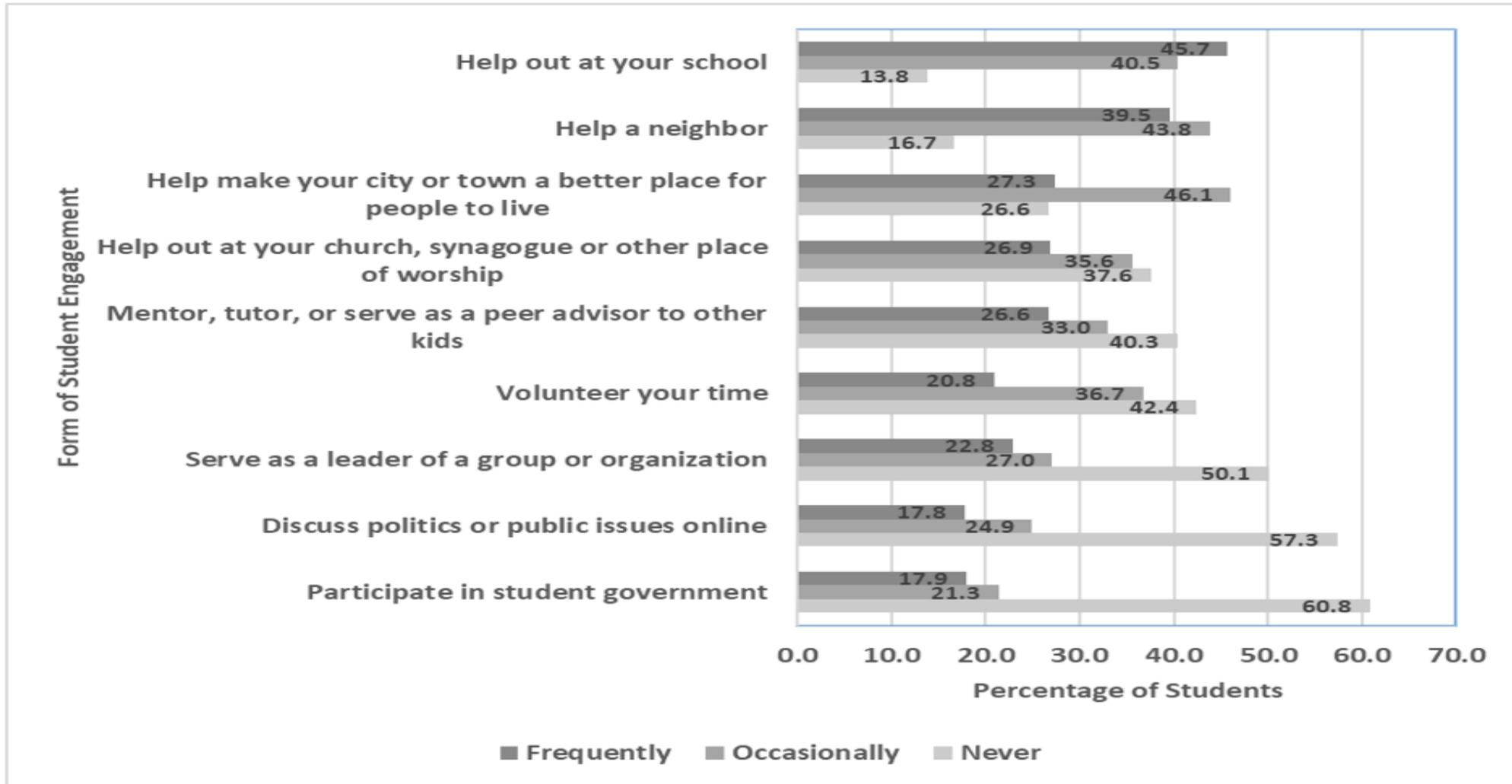
Civic Competency (Torney-Purta and Lopez, 2006)

- Civic Knowledge
 - Foundational history
 - Structure and function of government
 - Founding documents
- Civic Skills
 - Intellectual and participatory
 - Thinking critically about issues
 - Taking part in reasoned deliberation
 - Being involved in the electoral process
- Civic Dispositions
 - Respect for others
 - Tolerance of opinions and beliefs different from one's own
 - Desire to make a difference in the community
 - Pride in community or nation (in various forms to various degrees)

The Civic Attitudes and Engagement Survey

- The CAES pooled surveys from 2017–2019 clearly reflected MDCPS demographics with 78.6% Hispanic, 12.3% Black, and 6.0% White participants.
- Survey responses from 8,662 7th grade students from the district’s 58 middle schools.
 - This represented nearly all the middle schools but comprised a 10% sample of students that represented the general population of 7th grade civics students based on demographic analysis
- After a pilot year in 2015, the PCL collected data in three waves from 2017 to 2019 and pooled them for analysis. Yearly sample sizes were 2,620 students from 46 schools (2017); 2,237 students from 41 schools (2018); and 3,805 students from 49 schools (2019). Since the pooled data were a reasonably close approximation of the district population parameters, we did not weight the data.

An Overview of Student Engagement in their Communities



What do we see?

Highest level of involvement was focused on school

- About 86% of students indicated an involvement in school life

83% reported helping a neighbor

- We see similar numbers for other avenues of involvement

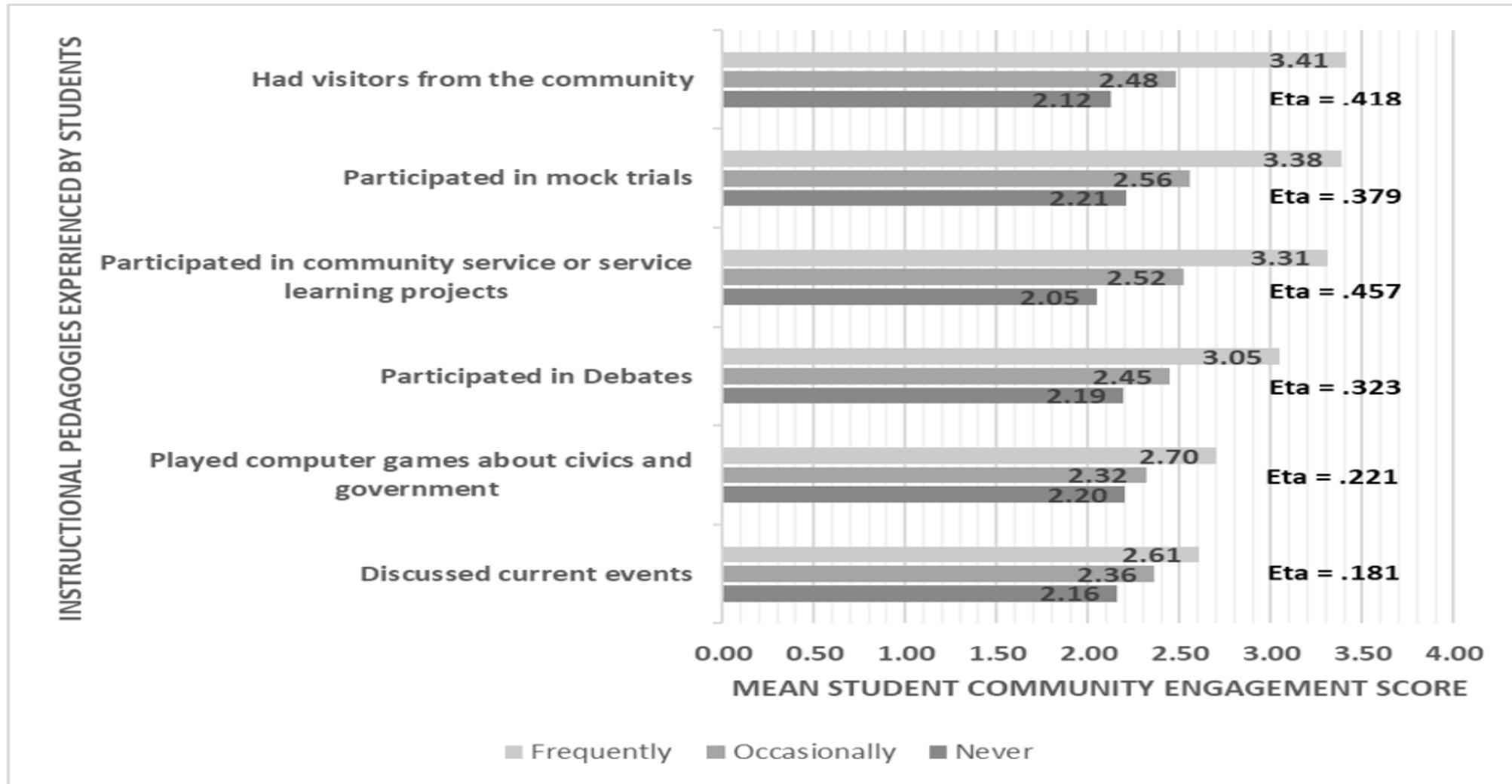
Stunning Finding

- In 2019, the adult volunteer rate in Miami-Dade was 20.4%
- **STUDENT VOLUNTEER RATE WAS 57%!!!!**

What factors impact student civic engagement?

- **the extent to which students experienced best practices in civics classes**
- a sense of personal political efficacy (feelings of being qualified to participate in politics)
- general interest in politics (which correlates with efficacy)
- family environment in which they and their parents interacted on a regular basis about school.
- being in an open classroom in which teachers encouraged respectful discussion and debate (an important aspect of classroom climate and a key contributor to ensuring the implementation of best practices) also appeared to make a modest contribution to student engagement.

Mean Student Community Engagement by Instructional Pedagogy Experienced



CITIZEN APPRENTICE: An Instructional Framework for Building Civic Capacity



Citizen Apprentice, Grades K-5

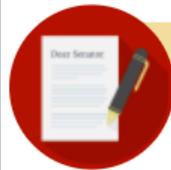
- What? Learning the art of being a citizen in a constitutional republic.
- How? Through the diffusion of knowledge, the nurturing of virtue and patriotic civility, and the cultivation of learning*
- Why? Being a good citizen isn't an inherent trait, how to be one has to be taught

*Cremier, L. (2005). American education: The national experience, 1793 - 1876. New York, NY: Harper and Row



Citizen Journeyman, Grades 6-8

- What? Skilled in the knowledge of what makes a good citizen who successfully completes a citizen apprenticeship qualification (the civics end-of-course assessment)
- How? Same as the apprenticeship, but now includes an end of course assessment to measure the knowledge gained
- Why? The new standards and benchmarks at this level require demonstration and evaluation of the knowledge gained. At this level, the knowledge and analysis practice goes deeper

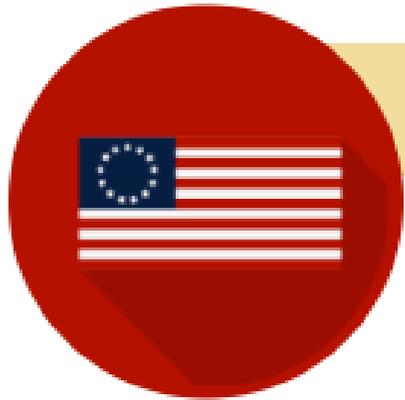


Junior Master Citizen, Grades 9-12

- What? Skilled in demonstrating and evaluating the knowledge of what makes a good citizen by analyzing and engaging in civic virtue that develops deliberative and collaborative skill for engaging at the "bar of public reason**"
- How? Same as the apprenticeship and journeyman, but now are fostering their research and problem-solving skills critical for "keeping the Republic." (Demonstrate knowledge again with the FCLE)
- Why? All of these things lead to its effectiveness as a means of civic learning. Like anything in life, you have to practice something to get better at it. We know citizenship is no exception.

Richardson, James D., comp. A Compilation of the Messages and Papers of the Presidents, 1789-1897. 10 vols. Washington, D.C.: Government Printing Office, 1896-99.

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Why It All Matters