By Senator Gaetz

1-01217A-26 2026920__

A bill to be entitled

An act relating to mathematics education; amending s. 1003.4282, F.S.; providing requirements for mathematics pathways established by a certain workgroup; requiring that certain courses for the mathematics pathways be identified by specified dates; requiring the workgroup to submit identified mathematics pathways to the Governor and the Legislature; creating s. 1003.4936, F.S.; providing legislative findings; requiring the Department of Education to develop applied algebra courses; providing requirements for the applied algebra courses; requiring the department to develop the courses on specified timelines; requiring the department to collaborate with the Board of Governors of the State University System to ensure the courses are accepted as mathematics credits for state university admissions; requiring the department to collaborate with the Lastinger Center for Learning at the University of Florida to make specified recommendations to the Legislature; providing requirements for the recommendations; requiring the department to submit its recommendations to the Governor and the Legislature by a specified date; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Paragraph (b) of subsection (10) of section

1003.4282, Florida Statutes, is amended to read:

1003.4282 Requirements for a standard high school diploma.—

(10) CAREER AND TECHNICAL EDUCATION CREDIT.—The Department of Education shall convene a workgroup~~, no later than December 1, 2024,~~ to:

(b) Establish three mathematics pathways for students enrolled in secondary grades by aligning mathematics courses to programs, postsecondary education, and careers. The workgroup shall collaborate to identify the three mathematics pathways and the mathematics course sequence within each pathway which align to the mathematics skills needed for success in the corresponding academic programs, postsecondary education, and careers.

1. The mathematics pathways must incorporate the applied algebra courses established under s. 1003.4936 which align the Florida Standards for Algebra 1 with the career and technical education standards and benchmarks for each designated career cluster.

2. Each mathematics pathway must include at least one course sequence beginning with an applied algebra course aligned to a specific career cluster. The workgroup shall identify additional mathematics courses that follow each applied algebra course and build on the algebraic reasoning, modeling, and quantitative skills introduced through industry-relevant applications. The mathematics pathways may include a plan to create new mathematics courses to complete a pathway.

3. Each mathematics pathway must offer flexibility and the ability to move between pathways if necessary.

4. Mathematics pathways must create clear links between

precollege mathematics and college-level math pathways, and support student progression into postsecondary academic programs, state college career and technical education programs, career center programs, industry certification programs, and high-skill, high-wage occupations.

5. The mathematics pathways that incorporate applied algebra courses created under s. 1003.4936(3)(a)1. must be identified no later than September 1, 2027. The mathematics pathways that incorporate applied algebra courses created under s. 1003.4936(3)(a)2. must be identified no later than September 1, 2028. The workgroup shall submit identified mathematics pathways to the Governor, the President of the Senate, and the Speaker of the House of Representatives.

Section 2. Section 1003.4936, Florida Statutes, is created to read:

1003.4936 Applied algebra for career and technical education.—

(1) The Legislature finds that algebra is an important step in a student's mathematics pathway. Algebra is a prerequisite for higher level mathematics courses, and success in algebra is strongly connected with later mathematics success. Establishing an applied algebra course that integrates career and technical education standards equips students with mathematical skills directly connected to real industry practices and increases the relevance of algebra instruction. By contextualizing algebraic concepts within authentic occupational problems, such applied algebra courses improve student engagement, strengthen understanding of core math standards, and better prepare students for high-skill, high-wage careers. Such a course will

enable students to pass the Algebra 1 end-of-course assessment, but also develop practical skills that support success in Florida's workforce and postsecondary pathways.

(2) The Department of Education shall develop an applied algebra course for each of the established career and technical education career clusters. Each applied algebra course must:

(a) Integrate the career and technical education program standards and benchmarks for the relevant career cluster with the Florida Standards for Algebra 1.

(b) Provide students with rigorous, career-relevant mathematical applications that demonstrate the use of algebraic concepts in authentic industry problems, processes, or settings.

(c) Prepare students to take the statewide, standardized Algebra 1 end-of-course assessment required under s. 1008.22.

(d) Meet all requirements for a mathematics credit required for high school graduation under s. 1003.4282(3)(b) or for middle grades promotion pursuant to s. 1003.4156(1)(b).

(3)(a) The department shall develop the courses on the following timelines:

1. Applied algebra courses in the following career clusters must be developed and available for district adoption in the 2027-2028 school year:

a. Agriculture, food, and natural resources.

b. Architecture and construction.

c. Business management and administration.

d. Energy.

e. Engineering and technology education.

f. Finance.

g. Health science.

h. Information technology.

i. Manufacturing.

j. Transportation and distribution logistics.

2. Applied algebra courses in the following career clusters must be developed and available for district adoption in the 2028-2029 school year:

a. Arts, AV technology, and communications.

b. Education and training.

c. Government and public administration.

d. Hospitality and tourism.

e. Human services.

f. Law, public safety, and security.

g. Marketing, sales, and service.

(b) In grades 6 through 12, school districts may offer one or more applied algebra courses in lieu of Algebra 1, and successful completion of the course will satisfy the Algebra 1 credit requirement for high school graduation or middle grades promotion.

(c) The department shall collaborate with the Board of Governors of the State University System to ensure that each applied algebra course is accepted as a mathematics credit for state university admissions.

(d) The department shall provide professional development, instructional resources, and technical assistance to support district implementation.

Section 3. (1) The Department of Education shall collaborate with the Lastinger Center for Learning at the University of Florida to recommend to the Legislature an individualized, adaptive artificial intelligence tool to support

mathematics instruction in kindergarten through grade 12. The recommendations must:

(a) Ensure that recommended tools align to the Florida academic standards and prepare students for state assessments.

(b) Consider alternate mathematics sequencing and grade-level progression, and alternate funding models to support individualized progression through content.

(c) Evaluate the extent to which tools provide real-time diagnostic assessments, individualized learning pathways, adaptive sequencing of content, and immediate, personalized feedback to students.

(d) Evaluate the applicability of the tool to progress monitoring tools, district learning management systems, suggested interventions, small-group instructional supports, and professional development that enables teachers to integrate the tools into classroom instruction.

(e) Provide for student data privacy and transparency in data collection and retention.

(f) Consider statewide and district-level costs.

(2) The department shall submit its recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 1, 2026.

Section 4. This act shall take effect July 1, 2026.