

By: Representative Roberson

To: Education

HOUSE BILL NO. 1434  
(As Passed the House)

1        AN ACT TO CREATE THE "INSTITUTIONAL AERONAUTICS, GEOSPATIAL,  
2 ENGINEERING, NURSING AND TECHNICAL SKILLS (AGENTS) OF EXCELLENCE  
3 PROPOSAL ACT"; TO REQUIRE ALCORN STATE UNIVERSITY, DELTA STATE  
4 UNIVERSITY, MISSISSIPPI UNIVERSITY FOR WOMEN AND MISSISSIPPI  
5 VALLEY STATE UNIVERSITY TO DEVELOP AND SUBMIT A PROPOSAL FOR  
6 PROGRAMS TO ADDRESS THE NEED FOR HIGH-DEMAND DISCIPLINES THAT  
7 ENHANCE ACADEMIC PREPAREDNESS, WORKFORCE DEVELOPMENT AND CAREER  
8 READINESS; TO REQUIRE THAT EACH UNIVERSITY'S PROPOSAL SHALL BE  
9 BASED ON ITS PARTICULAR INTERESTS AND STRENGTHS AROUND CURRICULUM  
10 AND PROGRAM OFFERINGS; TO REQUIRE THAT THE PROPOSAL INCLUDE  
11 CERTAIN CRITERIA; TO REQUIRE THAT THE PROPOSAL BE SUBMITTED TO THE  
12 BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING AND THE  
13 STATE BOARD OF EDUCATION; TO REQUIRE THE BOARD OF TRUSTEES OF  
14 STATE INSTITUTIONS OF HIGHER LEARNING AND THE STATE BOARD OF  
15 EDUCATION TO PROMULGATE RULES AND REGULATIONS GOVERNING THE  
16 PROPOSAL PROCESS; AND FOR RELATED PURPOSES.

17        BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

18        **SECTION 1.** This act shall be known and may be cited as the  
19 "Institutional Aeronautics, Geospatial, Engineering, Nursing and  
20 Technical Skills (AGENTS) of Excellence Proposal Act."

21        **SECTION 2.** It is the intent of the Legislature to facilitate  
22 the creation of regional innovative academic programs at state  
23 institutions of higher learning for the purpose of establishing  
24 educational initiatives that enhance academic preparedness,  
25 workforce development and career readiness through specialized



curriculum and instruction, with a focus on aeronautics,  
geospatial studies, engineering, nursing, technical skills, trade  
and workforce development.

**SECTION 3.** (1) Alcorn State University, Delta State  
University, Mississippi University for Women, and Mississippi  
Valley State University shall each develop a proposal for programs  
that addresses the need for high-demand disciplines and aligns  
with the institution's academic strengths, interests and capacity  
to offer instruction in specialized subject areas which are  
targeted to improve workforce readiness and postsecondary  
educational outcomes for underserved student populations residing  
in the service regions of the identified host institutions.

(2) Each university's proposal shall include, but not be  
limited to, the following components:

(a) Identification of the ideal grade levels within  
Grades 9 through 12 that would be most conducive to the  
institution's program offerings, considering which grades would  
yield optimal student outcomes;

(b) An analysis of the university's capacity to  
accommodate students selected for enrollment in its AGENTS of  
Excellence program of instruction, including, availability of  
space within existing residential, academic and auxiliary  
facilities, as well as an assessment of any additional capital  
outlay necessary for implementation and sustainability;



50 (c) A framework for the delivery of instruction,  
51 including, whether said instruction will be provided solely by  
52 university instructors, licensed high school teachers, or through  
53 a hybrid model integrating secondary and postsecondary educators  
54 to provide instruction and training;

55 (d) Opportunities for dual enrollment that allow  
56 participating students to earn both high school and college credit  
57 through the host institution;

58 (e) A projected cost analysis that addresses program  
59 implementation, administration, curriculum development,  
60 instruction, and room and board;

61 (f) The inclusion of any additional components  
62 conducive to establishing, expanding and sustaining programs in  
63 aeronautics, geospatial studies, engineering, nursing, technical  
64 skills, trade and workforce development; and

65 (g) Components necessary to address academic and  
66 workforce needs specific to the region and the targeted student  
67 demographic, including, but not limited to, partnerships with  
68 educational institutions, nonprofit organizations, businesses,  
69 manufacturers and enterprises to:

70 (i) Provide mentorship, internships and career  
71 development opportunities for students;

72 (ii) Establish minimum standards governing annual  
73 increases in the academic performance indicators;



74 (iii) Conduct ongoing assessments of student  
75 performance, including an initial baseline assessment of knowledge  
76 and skills in each grade level and academic content area in which  
77 instruction is provided;

78 (iv) Establish data-driven instructional programs;

79 (v) Provide curriculum that is aligned with state  
80 academic standards for college and career readiness;

81 (vi) Provide academic support and interventions,  
82 including tutoring and other appropriate educational assistance,  
83 that are targeted for students who perform below proficiency  
84 standards on an academic performance indicator;

85 (vii) Provide for a minimum of instructional hours  
86 as applicable, which may include any of the following:

87 1. An extended school day;

88 2. An extended school year;

89 3. A minimum of four (4) weeks of summer  
90 school; and

91 4. Saturday instructional classes;

92 (viii) Provide programs to improve professional  
93 development programs for administrators, teachers and support  
94 professionals that focus on communication centered upon students'  
95 academic and career goals;

96 (ix) Formulate and implement programs designed to  
97 improve the learning environment and school culture, which shall



include measures to ensure the safety of students and staff, and  
may include the following:

1. Positive behavioral supports;
2. Professional development; and
3. Coordination with community partners.

**SECTION 4.** (1) Each university shall submit its completed  
proposal to the Board of Trustees of State Institutions of Higher  
Learning and the State Board of Education, which shall promulgate  
rules and regulations governing the proposal process, including,  
but not limited to:

- (a) Establishing minimum criteria for proposal  
submissions;
- (b) Establishing deadlines for receipt, review, and  
approval or denial of proposals received;
- (c) Providing technical assistance to universities in  
the preparation and submission of proposals; and
- (d) Ensuring alignment with state educational goals and  
workforce development initiatives.

(2) To the extent possible, the boards shall, upon approval  
of proposals, enter into agreements with each host institution for  
the dual enrollment of eligible students attending the program.  
The boards may develop and issue necessary regulations for the  
coordination of such courses for these students and the  
preparation and transfer of transcripts upon completion and  
graduation.



123        **SECTION 5.** This act shall take effect and be in force from  
124    and after July 1, 2025.

