

Request for Proposals

Related Technical Instruction for Nondestructive Testing Specialist

Dear Prospective Training Provider,

Apprenti is seeking qualified training providers to deliver the Related Technical Instruction (RTI) component for a Nondestructive Testing (NDT) Specialist apprenticeship program. This 12-month “earn-and-learn” apprenticeship is designed for individuals pursuing careers as NDT Specialists. Upon successful completion, apprentices will have earned Level 2 NDT qualifications in accordance with NAS410 standards, with the goal of securing full-time employment as NDT Specialists with their sponsoring employer.

The purpose of this Request for Proposals (RFP) is to identify training providers capable of delivering the RTI component of the NDT apprenticeship program. The first cohort is tentatively scheduled to begin training on September 9, 2025, pending the extension of grant funding. Therefore, we are particularly interested in providers who are prepared to begin instruction on or around that date.

Proposal Requirements follow below. **Only complete submissions received via email by 5:00 p.m. Eastern Time on Friday, August 22, 2025**, will be reviewed. Late or incomplete proposals will not be considered.

We look forward to reviewing your proposal and appreciate your commitment to expanding access to high-demand careers through Registered Apprenticeship.

Sincerely,

The Apprenti Team



PLEASE COMPLETE THE FOLLOWING SECTIONS:

A) PROVIDER INFORMATION

1. Organization legal name:
2. State of incorporation:
3. Organization website:
4. Locations where you can offer training, including virtual:
5. Type of organization:
 - ☐ Community college (academic school or department)
 - ☐ Community college (non-credit/professional education school or department)
 - ☐ University (academic department)
 - ☐ University (professional/continuing education unit)
 - ☐ Non-profit code academy or bootcamp program
 - ☐ Non-profit training institution
 - ☐ Commercial code academy or bootcamp
 - ☐ Commercial training institution
 - ☐ Other (please describe):
6. Point of contact:
7. Please provide some general background information on your organization, its history, and its interest in becoming an Apprenti training provider:

B) PROVIDER CAPABILITY

1. Partnership and Services
 - a. How do you customize your course content offerings to align with specific business needs?
 - b. Are you able to adapt your delivery model to support an accelerated delivery schedule, such as compressing a semester-long course into an accelerated program with 8 hours of instruction and activities per day?

- c. What is your process for gathering feedback and making improvements to the training program based on the needs and suggestions of clients?
- d. Do you have any experience facilitating hands-on training at external employer locations?
- e. Are you willing to send instructors to an employer facility to complete classroom/lab activities?
- f. Are you able to provide a minimum of 2 instructors to facilitate the NDT Program delivery?

2. Programs and Learners

- a. If you have been involved in the development or delivery of a nondestructive testing apprenticeship program for a company, please provide specific details about your role and responsibilities in the program.
- b. How are your online courses administered? Do you use a dedicated Learning Management System or other means?
- c. How do you track and report on learner performance and completion through your programs? Both to the learner and the company.
- d. What is your program's grading system?
- e. What is your approach to assessing and evaluating the competency of learners during the training program?
- f. What is your approach to ensuring the safety and well-being of learners during hands-on training activities?
- g. Do learners have access to instructors during self-paced training if they need support, that would be outside of a live virtual classroom?
- h. Can learners get help or schedule one-on-one sessions with instructors for support during self-paced training?
- i. What is your experience with and capacity around students with disabilities?
- j. How do you handle any necessary accommodations or accessibility requirements for learners with disabilities?

- k. To what extent is accessibility built into course materials?
- l. Is there a certification or compliance confirmation process to ensure ADA and WCAG accessibility?
- m. Do you have an experience manager responsible for the students' experience through their learning journey?
- n. What resources are available for students who fall behind or find themselves struggling with the material?
- o. Have your instructors completed training in classroom management and adult learning theory? Please ensure this is included in their résumé/curriculum vitae.
- p. What is your method for identifying qualified instructors?

3. Training Locations and Staff

- a. What are your capabilities and resources for facilitating hands-on/lab activities as part of the nondestructive testing training program? Please provide details on the locations, equipment, facilities, and support you can offer to ensure effective and comprehensive hands-on learning experiences for learners.
- b. Can you provide biographies for each of your instructors, including their experience teaching, certifications, and accreditations in the field of nondestructive testing?
- c. How do you ensure that your instructors stay up-to-date with the latest advancements and best practices in nondestructive testing?

4. References and Success Metrics

- a. Can you provide references from clients who have utilized your nondestructive testing training services for apprenticeship programs specifically?
- b. Can you provide references from previous clients who have utilized your nondestructive testing training services?

- c. Can you provide examples of any success stories or case studies where your nondestructive testing training program(s) have led to positive outcomes for an employer?
- d. Can you provide specific success metrics or key performance indicators that you use to measure the performance and success of individuals who have completed your program(s) and are performing well in nondestructive testing jobs?

C) PROVIDER COURSES - CORE & COMMON FOUNDATIONAL KNOWLEDGE

Please identify which of the following 5 Core & Common courses you can provide. For each course please:

1. Describe your offering
2. Provide detailed learning objectives and topic outlines for each course
3. Specify the course duration
4. Specify the delivery modality/ availability in Online format for remote students
5. Specify the maximum number of students per course
6. List any additional relevant details

1.0 Overview of NDT Methods

This course should familiarize students with the terms, definitions, equipment, and industry codes and standards applicable to these NDT methods:

1. Ultrasound
2. Eddy Current
3. Radiography (Digital and Film)
4. Magnetic Particle
5. Dye Penetrant
6. Visual Inspection
7. Thermography
8. Leak Testing

9. Neutron Radiography
10. Acoustic Emission
11. Shearography

2.0 Math Refresher for NDT

This course should provide students with a solid foundation in mathematical concepts and skills necessary for NDT. By understanding and applying mathematical principles, students will be better equipped to perform accurate calculations, interpret data, and solve problems encountered in their NDT work. Specifically, the course should help students:

1. Understand the fundamental mathematical concepts relevant to NDT
2. Apply mathematical formulas and equations to NDT calculations
3. Interpret and analyze mathematical data in NDT reports
4. Perform unit conversions and dimensional analysis
5. Develop problem-solving skills using mathematical reasoning
6. Apply statistical concepts to NDT data analysis

3.0 Materials & Processes

This course should provide students with a solid understanding of materials and processes relevant to Non-Destructive Testing. By acquiring knowledge of materials science (specifically related to composites and metals), manufacturing processes, material selection, and degradation mechanisms, students will be better equipped to perform effective NDT inspections and make informed decisions in their role as NDT specialists. Specifically, the courses should help students:

1. Understand the basic principles of materials science
2. Identify common materials used in NDT
3. Learn about manufacturing processes and their impact on materials
4. Explore the relationship between materials and NDT techniques
5. Understand the importance of material selection in NDT
6. Gain knowledge of material degradation mechanisms

4.0 Technical Writing & Communications for NDT Specialists

This course should provide students with the necessary technical writing and communication skills to produce accurate and comprehensive reports, maintain proper documentation, effectively communicate with clients, and present information confidently, ultimately enhancing their job performance and contributing to the success of their work.

1. Understand the importance and significance of technical procedure documents, as well as meeting legal and governmental standards in the NDT field.
2. Understand the principles of effective technical writing as a distinct practice from other forms of writing
3. Develop proficiency in writing comprehensive NDT technical reports
4. Master the use of visual aids and graphics
5. Develop the ability to combine disparate pieces of documentation into a single, seamless document, ensuring consistency and coherence.
6. Develop skills in editing and proofreading
7. Understand the importance of document control and versioning in technical writing.
8. Master the art of creating procedure documentation
9. Strengthen presentation skills
10. Enhance client communication skills

5.0 Ethics of NDT

This course should provide students with a solid foundation in the ethical principles and considerations relevant to NDT. By developing their ethical decision-making skills and understanding their ethical responsibilities, students will be better equipped to navigate the complex ethical challenges that arise in the field of NDT. Specifically, the course should help students:

1. Understand the fundamental principles of ethics and their application to NDT
2. Identify and analyze ethical dilemmas specific to NDT
3. Develop ethical decision-making skills
4. Understand the ethical responsibilities of NDT professionals
5. Explore the impact of ethical behavior on NDT outcomes
6. Foster a culture of ethical practice in NDT organizations

Provider Courses – NDT Method Specific

Please describe your course offerings for the each of these three NDT Methods:

- 1.0 Ultrasonic (UT)
- 2.0 Eddy Current (ET)
- 3.0 Radiography (RT)

For each course please:

1. Describe your offering(s)
2. If you have not already done so, please provide the detailed learning objectives and topic outlines for each course in a word document format
3. Specify the following for each course:
 - a. Duration
 - b. Delivery modality/ availability in online format for remote students
 - c. Number of hours of virtual training and in-person classroom and/or lab training for each course
 - d. If there is in-person classroom training could it be conducted by your instructors at an employer Boeing facility
 - e. Maximum number of students per course
4. List any additional relevant details
5. Confirm that your courses are compliant with NAS410 and ASNT CP 105.

D) ADMINISTRATION QUALIFICATIONS

1. Please describe your higher education, government, or industry accreditation or approval status.
2. Does your organization have approval as an eligible training provider for the Veterans Administration? If not, are you prepared to submit approval paperwork in order to allow veterans to use their GI Bill or Vocational Rehab funding?

3. Are you now, or has your organization ever been, debarred or suspended from state or federal funding awards?
4. Do you offer academic credit for this program or have an articulation agreement with a higher education institution? If yes, please explain further.
5. Do you have any mandatory screening or application procedures that would restrict student eligibility to participate?

E) CAPACITY PLANNING

1. Do you train on:
 - ☐ a fixed schedule only
 - ☐ custom delivery only
 - ☐ both open enrollment and custom cohorts
2. Must start dates align with particular calendar constraints (e.g., a university academic calendar)?
3. For public/open enrollment coursework, what is the maximum number of Apprenti students you could include for any given offering?
4. For custom cohorts, what is the minimum notice or lead time required?
5. Are classes available on evenings/weekends or exclusively during normal business hours?
6. How frequently is curricula reviewed and updated?
7. How many concurrent programs can your current faculty staffing cover if Apprenti were interested in more than one simultaneous training cohort?

F) PRICING

1. What is your typical or proposed pricing model? Is it a flat rate per cohort or assessed on a per-student basis?



2. What do you estimate the costs for the described program for a cohort of 10? (list cost estimates for each occupation for which you are submitting)
3. Must students supply any software or hardware to participate?
4. Are textbooks and other student consumables included?
5. What, if anything, must be supplied by Apprenti or the student other than what is identified above?
6. Are there opportunities for subsidies or discounts on the quoted cost of the training? If so, what are the parameters?

G) STUDENT OUTCOMES

1. How many students have enrolled in the program?
2. How many have completed it?
3. Do you have any academic partners who have contributed to or reviewed curriculum development?

H) OTHER INFORMATION

1. Is there any additional information you would like to provide that is not adequately captured by this RFP? If so, please respond below:



PROPOSAL REQUIREMENTS

You must submit the following:

1. This document;
2. Your responses to the questions listed in Sections A through H above;
3. A sample schedule;
4. Your instructors' resume/CV;
5. Copy of current business license.

EVALUATION CRITERIA

EVALUATION CRITERIA WEIGHT
MISSION ALIGNMENT 5%
CURRICULUM 30%
ADMINISTRATION/DELIVERY 20%
CAPACITY/SCALE 15%
PRICING 25%
OUTCOMES/REPUTATION 5%

TIMELINE

- RFP Issued July 29, 2025
- Proposals Due Friday, August 22 by 5:00pm ET
- Possible Finalist Interviews Week of August 25, 2025
- The first cohort of 18 apprentices is tentatively scheduled to start on September 9, 2025.
- Work Begins upon contract execution or as agreed upon by both parties.

SECTION CRITERIA

- Proposals will be evaluated to determine the training provider(s) best suited to complete the project's scope of work based on the evaluation criteria above.
- Apprenti may choose to interview one or more proposers but reserves the right to choose or to contract with the training provider(s) that best meets the qualifications without conducting any interviews. Apprenti also reserves the right to reject all proposals.
- Apprenti makes no guarantee regarding the number of apprentices who will be placed with any training provider selected pursuant to this RFP.
- Submitting a proposal or being chosen as the most qualified proposal does not guarantee a contract will be executed.

SUBMISSION REQUIREMENTS

- Proposals are due no later than 5:00 pm Eastern Time on August 22, 2025. Late submissions will not be accepted or considered. Apprenti assumes no responsibility for formatting or transmission errors.
- Responses must be submitted in MS Word or PDF format by email to Becky Baumann, Commerce Grant Project Manager, at bbaumann@apprenticareers.org. Responses must NOT be mailed.

QUESTIONS

Please direct all RFP related questions to Becky Baumann, Commerce Grant Project Manager, at bbaumann@apprenticareers.org.

GENERAL INFORMATION

Proposers must agree to comply, at a minimum, with the following:

General Requirements

The successful candidate must comply with all the terms and conditions of the Award, including, applicable OMB cost principles, and applicable regulations at 2 CFR part 200 and 13 CFR Chapter III. The contractor must also be eligible to receive EDA assistance.

Discrimination Laws

Contractor shall comply with all federal, state, and local nondiscrimination laws, regulations, and policies. Contractor noncompliance with certain anti-discrimination laws may result in canceling the contract.

Required Disclosures

Contractor shall disclose any potential or actual conflicts of interest, including but not limited to, any recent business dealings that could be perceived as a conflict, any current or recent state employee working on behalf of Contractor. Contractor shall also certify that it has not been debarred from contracting with the Federal government and shall further disclose if there are any legal actions against it.