



Invitation to Bid
Part 147 Curriculum Development
October 1, 2020

Choose Aerospace is a partnership of stakeholders within professional aviation and aerospace industries, joined together to address one of the biggest threats to continued industry growth: the availability of a diverse, qualified technical workforce. In partnership with the [Aviation Technician Education Council](#), the organization unites companies, regulators, associations, labor unions, and educational institutions to spur interest in aerospace careers and identify and implement solutions to workforce development challenges.

A primary objective of Choose Aerospace is to expand aviation career and technical training and associated career pathways. To that end, the organization recently published a [request for proposal \(RFP\)](#) to solicit ideas and identify partners to develop standardized aviation technical curriculum that aligns with Federal Aviation Administration (FAA) [mechanic airman certification standards \(ACS\)](#).

Fourteen organizations responded to the RFP. Respondent submissions varied wildly in their proposed contributions, so much so that Choose Aerospace decided to issue this second solicitation to hone the information received. This invitation to bid (ITB) seeks additional information to support a refined project scope and to better understand and baseline each vendor's proposed product, terms, and costs.

The Project

Choose Aerospace intends to create curriculum—in whatever form deemed most appropriate to convey the necessary skill and knowledge—to support aviation technical programs. While the curriculum will be available to FAA aviation maintenance technician schools (AMTS) certificated under Title 14 Code of Federal Regulations (CFR) part 147, the primary purpose of the project is to produce curriculum for use in high schools.

The refined project scope will therefore focus on a high school student audience and development of curriculum that aligns with the general portion of the FAA ACS. The objective is to use the curriculum to build pathways to immediate employment and/or opportunities to work towards additional professional goals including mechanic certification.

For AMTS, the curriculum will encourage new enrollment streams by giving high schools the opportunity to adopt airframe and powerplant (A&P) general curriculum without the high costs associated with aviation technical programs (e.g., equipment, materials, student transportation to an AMTS, etc.). Given few of these high schools would be certificated by the FAA, AMTS could evaluate the curriculum and provide course credits to students for their prior instruction.

Information Requested

Given the varied expertise of potential partners, this ITB anticipates that some respondents will have the capability to develop a suite of content that addresses every element of the general ACS, while others maintain a specific skill set to develop a particular type of asset (e.g., theoretical content, augmented reality, etc.). While this ITB solicits both all-encompassing and narrowly tailored bids, it is essential that the proposed content align with the ACS, and that the specific knowledge, skill, and risk management elements covered by the proposed content are identified by the respondent.

To facilitate the communication of this information, bidders are asked to submit responses to this request via the completion of the [ITB Response Form](#). The Response Form includes three worksheets soliciting very specific information as follows—

Worksheet 1. ACS Tasks. The prepopulated worksheet lists the general mechanic airman certification standards. Columns A-D are static and should not be edited. Column E is prepopulated with reference to specific lessons—described in Worksheet 2—within the respondent’s proposed curriculum where the ACS element will be addressed. Respondents may make edits to Column E as further discussed below.

Worksheet 2. Lessons. To aid your response, Worksheet 2 has been pre-populated with sample lessons. ACS elements covered in each sample lesson are identified by reference to the lesson number in Worksheet 1, Column E. Respondents may elect to create their own lesson titles and assign associated ACS elements to each as they see fit, in which case they should use the sample lessons only as a guideline.

For each lesson, the respondent will provide a short description of proposed content to impart the knowledge, skill, or risk management element associated with the lesson. The description should include the learning objective and the content and activities that will be provided to help the students learn and practice (e.g., motion graphics and animation, video, simulations, ebooks, augmented reality, virtual reality, textbooks, and/or PowerPoints, etc.).

Respondents will ensure that each lesson is accurately cross-referenced on Worksheet 1, Column E, so reviewers can readily identify the specific ACS elements that will or will not be covered by Respondent’s proposal. Respondents are also asked to provide information for each lesson to include cost, methods of delivery, and required equipment. It is understood that the lesson described may not ultimately come to fruition, but will aid Choose Aerospace’s understanding of the bidder’s approach and expertise.

Worksheet 3. Additional Information. This worksheet asks for a few additional pieces of information concerning proposed terms and costs.

Vendors are asked to return bids via a populated Response Form no later than Dec. 1 to Crystal Maguire at crystal.maguire@atec-amt.org.