Black Opportunity Fund We Back Black.

Request for Proposal

Instructional Designer — Curriculum & Learning Content Creator

Bilingual Accessibility & Learning Accommodation Specialist

1. Contract at a Glance

Project	Strengthening the BD3 Sector: A National Capacity-Building Program
Contract type	Project-based professional services
Maximum budget	$50,000 CAD, inclusive of fees and expenses
Period	Project-based, with work concentrated at key milestones
Location	Canada; primarily remote
Primary Language	English French: Professional bilingualism (English/French) is a strong asset but is not a mandatory requirement
Proposal Deadline	11:59 pm EST on November 18, 2026

1.Position and Contract Information

Position Type: Contract / Project-Based
Project Scope: Development and refinement of an 8-module training and coaching program for five selected BD3 organizations/entrepreneurs across Canada
Program Lifecycle: Approximately seven months of curriculum development, delivery and refinement, culminating in a national Showcase Event
Reporting To: Project Manager, under the supervision of the Programs Manager

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2. About the Project

Black Opportunity Fund (BOF) is implementing **Strengthening the BD3 Sector: A National Capacity-Building Program**, a national initiative to strengthen the organizational capacity, sustainability, leadership and growth of Black Disability-led, Black Disability-focused and Black Disability-serving organizations across Canada.

The program will support a small cohort of five selected organizations/entrepreneurs through an intensive, accessible and culturally responsive learning and coaching experience.

The program is grounded in the following principles:

- Nothing About Us Without Us
- Disability Justice
- Black Leadership
- Equity and Inclusion
- Collaboration
- Community-Driven Solutions
- Sustainability

The program recognizes participants' expertise and lived experience. The curriculum is designed to strengthen organizational and entrepreneurial capacity while identifying and reducing systemic, operational, environmental, communication and digital barriers to participation and growth.

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3. Purpose of the Procurement

BOF is seeking an experienced **Instructional Designer (Curriculum & Learning Content Creator)** to design, develop, document, pilot and refine an eight-module adult-learning curriculum for a small national cohort.

The successful contractor will translate complex business, organizational, financial, operational and leadership concepts into practical, accessible learning experiences for experienced founders and organizational leaders.

The Instructional Designer will be responsible for the **instructional architecture and learning-content package**, working collaboratively with:

- the Project Manager;
- Programs Manager;
- Bilingual Accessibility & Learning Accommodation Specialist;
- business coaches;
- subject-matter experts;
- Advisory Council members; and project partners.

The curriculum will undergo structured review and piloting with the National Black Disability Advisory Council. Pilot feedback will be documented and incorporated where appropriate.

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4. Instructional Design Philosophy

The successful contractor must demonstrate an adult-learning approach that recognizes participants as knowledgeable leaders rather than passive recipients of information.

The curriculum should be:

- practical and immediately applicable;
- strengths-based;
- culturally responsive;
- disability-inclusive;
- learner-centered;
- flexible;
- experiential;
- peer-collaborative;
- relevant to the Canadian context;
- appropriate for founders and organizational leaders; and
- designed using Universal Design for Learning (UDL) principles.

The curriculum should provide multiple ways for participants to engage with content, apply learning and demonstrate understanding.

The contractor should apply the Social Model of Disability and disability-inclusive principles without treating disability as an individual deficit.

5. Scope of Work

The successful contractor will be responsible for the following work.

5.1 Curriculum Architecture

The Instructional Designer will:

- review existing project documentation, frameworks, assessments, program objectives and relevant project materials;
- review available Disability-Led Organizational Capability & Maturity Assessment (DLOCMA) and Individual Organizational Learning Plan (IOLP) findings and related learning/capacity information;
- identify learning needs, competencies and desired outcomes;
- develop the overall instructional architecture for the eight-module program;
- establish the sequence and relationship between modules;
- define module-level learning objectives;
- identify appropriate learning methods and activities;
- determine where training, coaching, peer learning and independent learning are most appropriate;
- map learning objectives to activities, resources and assessments; and
- identify dependencies between modules.

The contractor should ensure the curriculum is achievable within participants' available time and the seven-month program lifecycle.

6. Module Development

The contractor will develop eight substantive learning modules.

Each module should include, as appropriate:

Module element	Expected content
Purpose and objectives	Module purpose, learning objectives and key concepts.

Instructional materials	Facilitator guidance, learner materials, slides, worksheets, templates and tools.
Learning activities	Interactive activities, practical exercises, peer-learning opportunities and coaching/application prompts.
Assessment and reflection	Knowledge checks, reflective activities and suggested evidence of learning.
Media and resources	Recommended resources, video scripts or storyboards where appropriate.
Accessibility and LMS notes	Accessibility considerations and required LMS functionality or implementation notes.

The materials may vary by module based on instructional need.

Each deliverable should have a clear instructional purpose and avoid unnecessary volume.

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7. Content Creation and Storyboarding

The contractor will:

- write clear, engaging instructional content;
- develop scripts for instructional videos;
- develop storyboards and production notes;
- design interactive learning activities;
- develop branching scenarios or quizzes where pedagogically appropriate;
- create content suitable for integration into the selected LMS;
- provide clear specifications for interactive elements that require LMS or technical implementation; and
- collaborate with the LMS/technical team as required.

Experience with AI-assisted instructional video platforms such as Colossyan or Synthesia is an asset.

The Instructional Designer is not expected to be a web developer, SCORM programmer or technical accessibility remediation specialist unless specifically identified in the final contract.

Where another provider handles SCORM packaging or LMS implementation, the Instructional Designer will provide structured source content and implementation specifications.

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8. Inclusive Management and Workplace Accommodation Content

The curriculum will include content on inclusive management, disability, accessibility and workplace accommodation.

The Instructional Designer will be responsible for:

- translating approved subject-matter content into effective adult-learning experiences;
- developing practical management scenarios and activities;
- helping participants understand principles relating to disability-inclusive management;
- incorporating appropriate content regarding workplace accommodation and inclusive employment practices; and
- identifying opportunities for participants to apply the concepts to their own organizations.

Where legal or regulatory information is included, the contractor will work with an appropriately qualified subject-matter expert or reviewer to ensure accuracy.

The Instructional Designer is not being retained as legal counsel and will not be responsible for independently determining legal advice or legal compliance requirements.

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9. Accessibility-Ready Instructional Design

The Instructional Designer must incorporate foundational accessibility and inclusive-design practices into all source materials.

"Accessibility-ready" means materials are designed so the Accessibility & Learning Accommodation Specialist can conduct technical testing and remediation without reconstructing the instructional design.

The contractor should demonstrate familiarity with accessibility-ready semantic structure and, in collaboration with the Accessibility & Learning Accommodation Specialist, apply appropriate heading hierarchy, native styles and lists, accessible table structures, logical reading order, meaningful document structure, and appropriate templates and master slides.

Inclusive learning design

The contractor must understand how instructional design can reduce barriers associated with, among other things:

- neurodivergence;
- learning differences;
- chronic pain and fatigue;
- sensory disabilities;
- cognitive disabilities;
- communication disabilities; and
- disabilities that may not be immediately apparent.

Multi-modal learning

Where appropriate, the contractor should plan alternative ways of accessing essential information, including:

- text alternatives to visual information;
- structured data accompanying complex charts;
- appropriately described visuals;
- multiple methods of engagement;
- clear and predictable navigation; and
- flexible participation mechanisms.

Inclusive scriptwriting

Instructional video and audio scripts should include enough verbal description for learners who cannot access visual content to understand the core instructional message.

Visual and sensory considerations

The contractor should avoid unnecessary:

- rapid visual pacing;
- excessive animation;
- flashing content;
- cluttered layouts;
- unnecessarily dense text; and
- other design choices that may create avoidable sensory or cognitive barriers.

The contractor will work closely with the Bilingual Accessibility & Learning Accommodation Specialist, who is responsible for technical accessibility auditing, remediation within their scope, individualized accommodations and participant-specific accessibility support.

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10. Material and Document Design

The contractor will create clean, professional and accessible source materials, including where appropriate:

- learner workbooks;
- worksheets;
- templates;
- resource guides;
- presentation decks;
- facilitator guides;
- instructional scripts;
- toolkits; and
- other learning resources.

Source materials should use:

- appropriate heading structures;
- native document styles;

- logical reading order;
- accessible tables;
- meaningful hyperlinks;
- appropriate text alternatives;
- consistent navigation;
- readable typography;
- appropriate spacing; and
- left-aligned, non-justified body text where appropriate.

Final technical accessibility remediation will be performed or overseen by the Accessibility & Learning Accommodation Specialist.

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11. National Black Disability Advisory Council (NBDAC) and Project Partner Pilot

A central component of curriculum development will be **structured piloting and feedback with the Advisory Council and project partners.**

The Instructional Designer will:

Step	Contractor responsibility
Prepare	Prepare selected curriculum components for NBDAC review and provide sufficient context and review questions.
Pilot	Participate in structured curriculum review/pilot sessions.
Gather feedback	Gather feedback on relevance, clarity, cultural responsiveness, practical usefulness, learning burden, sequencing, terminology, participant experience, accessibility considerations and alignment with project objectives.
Document feedback	Document feedback and distinguish between required corrections, recommended improvements, optional

	suggestions and changes outside the approved scope.
Revise	Revise curriculum materials based on approved feedback.
Summarize	Provide a brief **Pilot Feedback and Revision Summary** documenting major feedback received and how it was addressed.

The pilot is intended to improve the curriculum before participant delivery. Feedback from NBDAC and project partners will inform refinement but will not require every suggestion to be incorporated.

The Project Manager will retain responsibility for final project-level approval and scope decisions.

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12. Iterative Development and Quality Assurance

The curriculum will follow an iterative development process:

Design → Internal Review → NBDAC/Project Partner Pilot → Revision → Accessibility Review → Finalization → LMS Implementation

The Instructional Designer will participate in each stage relevant to their scope.

The contractor must be prepared to revise materials following:

- Project Manager feedback;
- approved subject-matter expert feedback;
- NBDAC/Project Partner pilot feedback; and
- accessibility findings that require instructional or structural changes.

The contractor should promptly identify substantive scope changes rather than proceeding with unapproved additional work.

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13. Collaboration with the Bilingual Accessibility & Learning Accommodation Specialist

The Instructional Designer and Accessibility Specialist will work as complementary specialists.

Instructional Designer

Instructional Designer owns
Curriculum architecture, instructional methodology and learning objectives.
Instructional content, activities, assessments and learner resources.
Scripts, storyboards and accessibility-ready source design.

Accessibility & Learning Accommodation Specialist

Accessibility & Learning Accommodation Specialist owns
Technical accessibility testing, screen-reader testing and LMS/SCORM accessibility auditing.
Accessibility remediation within their technical scope and bilingual accessibility testing.
Individualized participant accommodations, confidential accessibility intake and participant accessibility support.
Accessibility planning for the Showcase Event.

The Instructional Designer will respond to accessibility findings that require changes to instructional structure or content.

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14. Showcase Event Support

During the final program stage, the Instructional Designer will support participants in preparing their business showcase presentations.

Support may include:

- presentation structure;
- storytelling and sequencing;
- business-pitch organization;

- slide-content development;
- accessible presentation templates;
- speaker notes;
- alternative methods of presenting information; and
- rehearsal guidance.

The contractor will work with the Accessibility Specialist to ensure that participants have equitable options for presenting.

The contractor is not responsible for individualized accommodations or technical accessibility services for the event.

15. Deliverables

The successful contractor will be expected to provide, at minimum:

Deliverable	Expected Output
Curriculum Architecture	Overall curriculum framework, sequencing, competencies and learning objectives
Module Development Plans	Detailed plans for eight modules
Eight Learning Modules	Complete instructional content package
Learner Materials	Worksheets, templates, guides and other learner resources
Presentation Materials	Module presentation decks as required
Facilitator Materials	Facilitator/instructor guidance
Video Content	Scripts/storyboards as required
Interactive Learning	Activities, scenarios, knowledge checks and other appropriate interactions
LMS Content Specifications	Clear implementation requirements and content structure
NBDAC/Project Partner Pilot	Materials prepared for review/pilot
Pilot Feedback & Revision Summary	Documentation of major feedback and resulting changes

Deliverable	Expected Output
Showcase Presentation Framework	Accessible presentation structure/templates and participant guidance
Final Source Package	Complete editable/source files and associated documentation

The final contract will confirm deliverable specifications, milestone dates and acceptance criteria.

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16. Deliverable Acceptance

A deliverable will be considered complete when it:

- addresses the approved scope;
- meets the agreed learning objectives;
- is sufficiently developed for its intended use;
- incorporates required subject-matter feedback;
- follows agreed instructional and accessibility-ready design standards;
- has undergone the required review process; and
- is delivered in the agreed format.

Technical accessibility compliance will be assessed separately by the Accessibility & Learning Accommodation Specialist.

If accessibility testing identifies an issue arising from instructional structure or source content, the Instructional Designer will make the required revision within the agreed scope.

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17. Required Qualifications and Experience

Respondents must demonstrate:

Qualification area	Required experience

Instructional design	Professional experience in instructional design, curriculum development, adult education or a closely related field.
Adult learning	Experience designing adult-learning programs, cohort-based learning, blended or multi-modal learning, and practical materials for experienced professionals, entrepreneurs or organizational leaders.
Content development	Strong written communication skills and experience developing instructional objectives, activities and assessments.
Accessibility and inclusion	Demonstrated understanding of Universal Design for Learning and inclusive-design principles for learning materials.
Collaboration and delivery	Experience collaborating with subject-matter experts and specialists, managing multiple deliverables and working in an iterative development environment.

18. Additional Assets

The following will be considered assets:

Asset category	Examples
Community and sector experience	Experience working with disabled learners, disability organizations, disability justice, Black communities or culturally specific community organizations.
Organizational context	Experience with non-profit, charitable, social-purpose, entrepreneurial, founder or executive-leader contexts.
Digital learning tools	Experience with LMS environments, SCORM-based learning, AI-assisted instructional video platforms and accessible digital learning content.
Language and localization	Professional bilingualism in English and French and Canadian instructional-design experience.

19. Language and Localization

English will be the primary working language of the Instructional Designer.

Final learning materials will be available in both English and French.

Fluency in French is **not mandatory**, as dedicated localization resources will support translation of approved English content.

Bilingual candidates will be considered an asset because they may identify structural or layout issues that arise during French localization.

The Instructional Designer will be expected to:

- develop content that can be translated without unnecessary structural complications;
- avoid language-dependent design choices that create barriers during localization;
- maintain clear source files for translation; and
- collaborate with localization and accessibility specialists as required.

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20. Project Management and Communication

The contractor will:

- participate in scheduled project meetings;
- maintain agreed project timelines;
- provide regular progress updates;
- identify risks, dependencies and emerging issues;
- maintain organized source files;
- document major curriculum decisions;
- identify requirements for SME input;
- identify decisions requiring Project Manager approval; and
- promptly communicate potential impacts to scope, schedule or budget.

The contractor will use the project's designated collaboration and document-management systems.

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21. Confidentiality and Participant Information

The successful contractor may receive confidential information relating to the project, participating organizations and participants.

The contractor must:

- maintain confidentiality;
- use participant information only for authorized project purposes;
- avoid collecting unnecessary personal or medical information;
- follow BOF's applicable privacy, confidentiality and information-management requirements; and
- securely maintain project materials and source files.

Individual accommodation information will be managed through the appropriate confidential accommodation process and will not be unnecessarily incorporated into general curriculum records.

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22. Intellectual Property and Source Files

Unless otherwise specified in the final agreement, all final curriculum materials and project-specific deliverables developed under the contract will be provided to BOF in editable formats.

The successful contractor must identify any:

- pre-existing intellectual property;
- third-party licensed materials;
- stock assets;

- proprietary templates;
- software-dependent components; or
- other materials that BOF will not own outright.

The contractor must not incorporate third-party materials into final deliverables without appropriate authorization or licensing.

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23. Proposal Requirements

Respondents should submit:

A. Respondent Profile

- Name and contact information
- Business/consultant profile
- Years of relevant experience
- Relevant credentials

B. Understanding of the Project

Provide a brief description demonstrating understanding of:

- the BD3 context;
- the target learners;
- the program objectives;
- the accessibility requirements; and
- the proposed learning environment.

C. Proposed Instructional Design Approach

Describe:

- curriculum-development methodology;
- adult-learning approach;
- approach to UDL;
- approach to culturally responsive learning;
- approach to blended/multi-modal learning;

- approach to iterative curriculum development; and
- approach to NBDAC/project partner piloting.

D. Relevant Experience

Provide examples of comparable projects, including:

- project scope;
- target learners;
- deliverables;
- role performed; and
- outcome or result.

E. Work Samples

Provide up to three relevant examples of instructional-design work.

At least one example should demonstrate substantial curriculum or learning-content development.

F. Proposed Workplan

Provide:

- proposed phases;
- estimated timeline;
- major milestones;
- dependencies; and
- availability.

G. Team/Collaborators

Identify all individuals who will perform work under the contract and describe their responsibilities.

H. References

Provide at least two relevant professional references.

I. Fees

Provide:

- proposed fee structure;

- hourly/daily rates where applicable;
- estimated total project cost;
- applicable taxes;
- assumptions; and
- proposed payment schedule.

J. Assumptions and Exclusions

Clearly identify any assumptions, exclusions or dependencies that could affect the proposed scope, schedule or cost.

K. Conflict of Interest

Disclose any actual, potential or perceived conflicts of interest relevant to the project.

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24. Evaluation Considerations

Proposals may be assessed based on:

- relevant instructional-design experience;
- demonstrated understanding of the project;
- quality and practicality of the proposed methodology;
- adult-learning expertise;
- accessibility and UDL expertise;
- experience developing multi-modal learning content;
- quality and relevance of work samples;
- experience with comparable learners/projects;
- ability to meet the project timeline;
- proposed approach to collaboration and piloting;
- references; and
- overall value and cost.

BOF reserves the right to request clarification, conduct interviews or request additional information from shortlisted respondents.

25. Indicative Project Lifecycle

The anticipated lifecycle is approximately seven months and may include:

Phase 1 — Discovery & Curriculum Architecture

Review project materials, learner needs, existing frameworks and program objectives.

Phase 2 — Curriculum Development

Develop module architecture, content, activities, resources and learning materials.

Phase 3 — Review & Pilot

Present selected curriculum components to the National Black Disability Advisory Council, including for structured feedback.

Phase 4 — Revision & Accessibility Review

Incorporate approved feedback and respond to accessibility findings.

Phase 5 — Finalization & LMS Preparation

Finalize learning materials and prepare content for implementation.

Phase 6 — Cohort Delivery & Iterative Refinement

Support appropriate curriculum refinement based on participant and facilitator experience.

Phase 7 — Showcase & Program Close-Out

Support participant showcase presentation development and provide final curriculum/source documentation.

The final schedule will be established in consultation with the successful contractor.

26. Scope Boundary

The Instructional Designer is responsible for **designing and developing the learning experience and learning-content package**.

The following functions are outside the core ID scope unless specifically included in the final contract:

Outside core Instructional Designer scope	Examples
Participant accommodations	Individualized accommodations, confidential accommodation intake and medical/disability documentation.
Technical accessibility	Technical screen-reader testing, advanced PDF remediation and technical LMS accessibility remediation.
Technical development	Vendor-level code changes and SCORM programming/package development.
Professional services	Legal advice, clinical advice and independent employment-law advice.
Event accessibility services	Interpretation, sign-language services and live captioning/CART services.

These functions will be managed by the appropriate project specialist, vendor or subject-matter expert.

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27. Expected Working Relationship

The successful contractor will work collaboratively and respectfully with Black disabled leaders, NBDAC members, project partners, project staff, coaches, subject-matter experts, accessibility professionals and participating organizations.

The curriculum-development process should reflect the principle that those most affected by the program should have meaningful opportunities to contribute to its design.

The contractor should be open to feedback, iterative development and co-design while maintaining professional instructional-design standards and clear project boundaries.

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28. Final Outcome

The successful contractor will deliver a cohesive, practical, culturally responsive and accessibility-ready eight-module learning program that can be delivered to the selected cohort through the project's blended training, coaching and peer-learning model.

The completed curriculum should provide participants with practical knowledge, tools and opportunities to apply learning to their own organizations while supporting meaningful participation across different access needs and learning preferences.

Our Commitment to Inclusion

BOF is committed to reflecting the full spectrum of the Black Canadian experience. We encourage applications from individuals with diverse identities, experiences, and perspectives, including diversity in gender, sexual orientation, religion, ethnicity, age, immigration status, language, disability, and geographic location.

Accessibility and Accommodations

BOF is committed to ensuring the adjudication process is accessible and inclusive. Accommodations are available throughout the application, orientation, and adjudication process, and information shared for accommodation purposes will be handled confidentially.

If you require accommodations or accessible arrangements to participate, you may contact the designated BOF representative at BD3project@blackopportunityfund.org with the subject line: BD3 Accommodations.

Requests for accommodation will not affect your suitability for the role.

How to Apply

Application deadline: 11:59 pm EST on Wednesday, November 18, 2026

Send your proposal to BD3project@blackopportunityfund.org with the subject line: “BD3 Instructional Designer.

About BOF

The Black Opportunity Fund (BOF) is a community-led Canadian registered charity supporting a prosperous, healthy, and thriving Black Canada. BOF addresses anti-Black racism by responding to long-standing underinvestment in Black communities and strengthening collective action among Black organizations and leaders.

Together, we can strengthen, connect and expand the BD3 sector across Canada.