



OPEN DOORS
for multicultural families

SALT Summary and Impact Report

Cohort 11 • Advocacy & Civic Engagement • June 2023

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INTRODUCTION

Learn more about the purpose of this report and the people who made our Self-Advocacy Leadership Training (SALT) possible.

Purpose

The purpose of this report is to highlight the recent accomplishments of **Open Doors for Multicultural Families (ODMF)** toward launching the second cohort of the **Self-Advocacy Leadership Training (SALT)** program.

- Review period: January 2023-August 2023
- We will detail the development, delivery and impact of our second SALT cohort, as well as the enhancement and expansion of our **self-advocacy program** in general.

Views shared within this report represent those of the ODMF **Advocacy and Civic Engagement (ACE) Team**. For more information, please contact our staff listed at the end of this document.

About Open Doors

Vision: All culturally and linguistically diverse individuals with developmental/intellectual disabilities and their families thrive in an inclusive society of their design.

Mission: We engage and partner with culturally and linguistically diverse individuals with developmental and/or intellectual disabilities and their families. We use a cultural brokerage model to:



Navigate services



Provide specialized programming



Advocate for Systems Change

Acknowledgments

Open Doors for Multicultural Families would like to acknowledge our generous funders and project collaborators for their steadfast support of our organization's efforts to increase **education and civic education** in traditionally marginalized spaces.

Your generous investment in movements that build intersectional community power has allowed us to provide critical, lacking resources to culturally and linguistically diverse individuals with disabilities and their families across Washington state.

Without partners like you, our work would not be possible. Thank you.

– The ODMF ACE Team

Our Partners

Open Doors extends our sincere gratitude to the following contributors:



With a special thank you to our project collaborators and self-advocacy consultants at:



Terms and Abbreviations

- Please refer to the list at right for referenced terms, acronyms and abbreviations used throughout this impact report.
- Terms are linked throughout the report for ease of navigation.
- To return to the report, click on the linked slide numbers in the righthand column.

Term	Plain Language Definition	Slide #
ACE	Advocacy and Civic Engagement (Open Doors team)	<u>14</u>
BIPOC	Black, Indigenous, Person of Color	<u>15</u>
Cross-cultural appropriateness	Being suitable for people across many cultures.	<u>21</u>
Culturally and Linguistically diverse	People from many different cultural, ethnic and/or language groups	<u>11</u>
Culturally responsive	Designed with the many ways diverse cultures may respond in mind	<u>15</u>
Disability-related accessibility	Being suitable for people across many different disabilities.	<u>21</u>
FLT	Family Leadership Training	<u>14</u>

Terms and Abbreviations

- To return to the report, click on the linked slide numbers in the righthand column.

Term	Plain Language Definition	Slide #
GMSA	Green Mountain Self-Advocates	<u>19, 20</u>
Intersectional	Relating to more than one group or identity.	<u>11</u>
KCDDECS	King County Developmental Disabilities and Early Childhood Supports	<u>38, 56</u>
ODMF	Open Doors for Multicultural Families	<u>15</u>
Person-centered	An approach that treats others with dignity and respect, allowing space for individuals to set and reach their own personal goals.	<u>15</u>
SALT	Self-Advocacy Leadership Training	<u>11</u>
Self-Advocate	A person with a disability who speaks up on their own behalf, representing their own interests	<u>11</u>
Systems change	Disrupting power structures, policies, institutions and social norms to create solutions and solve problems.	<u>11, 56</u>

PROGRAM OVERVIEW

Understand the goals, background information, design and structure of Open Doors for Multicultural Families' Self-Advocacy Leadership Training

Program Summary

Self-Advocacy Leadership Training (**SALT**) is a leadership program designed by and for **culturally and linguistically diverse** individuals with intellectual and/or developmental disabilities.

It is structured to teach people with **intersectional** identities fundamental skills to become **self-advocates** and pursue self-determined **systems change**.



Above: Multicultural self-advocates (Open Doors clients).

SALT at a Glance



Run dates: June 22 – August 17, 2023



8 weekly 3-hour sessions (24 hours total)



Lessons on leadership, community, independence and advocacy



12 BIPOC self-advocate participants selected



Stipends paid for successful training completion

Training Objectives



Understand personal goals and how to reach them.



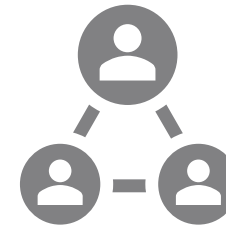
Identify issues we care about and make positive changes in our communities.



Learn ways to successfully navigate challenging barriers and systems.



Practice ways to communicate, resolve conflicts and speak up for ourselves.



Understand how to work together – use our networks to make change happen.

Family Advocacy – The Road to SALT

Before SALT, the Open Doors **Advocacy and Civic Engagement (ACE)** team developed **Family Leadership Training (FLT)**, aimed at teaching multicultural parents, siblings and loved ones of children with intellectual and developmental disabilities how to effectively advocate for systems change.

Training materials, best practices and lessons learned from initial cohorts of FLT and SALT have served as a blueprint for SALT's second cohort.

Both programs are part of **ODMF efforts to bridge the gap between these two groups of advocates**, who are often viewed as having conflicting interests.



FLT graduate and ODMF parent advocate Angela and her 18-year-old son Chris.

Philosophy

We aim to impact systems and policy change that create **inclusive spaces where the whole of a person's intersectional identity can be seen and celebrated.**

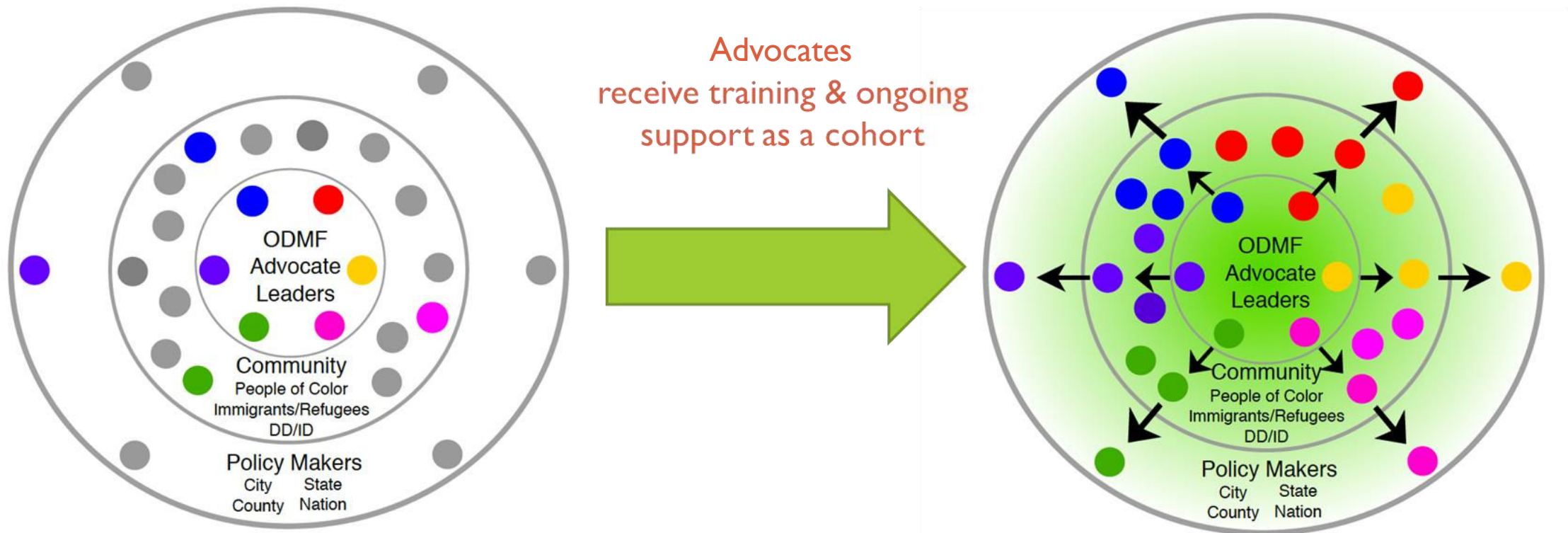
At **ODMF**, our advocacy programs, including SALT, attempt to address the fact that people with disabilities, **Black, Indigenous People of Color (BIPOC)**, other multicultural communities, and people who belong to more than one marginalized group face longstanding barriers to having their voices heard at decision-making tables.

The goal of our **person-centered, culturally responsive** trainings is to address the systemic inequity of traditional power structures and support all individuals to advocate for change they believe in.



Our Model for Change

Advocate Leaders are people with disabilities and family members who serves as **leaders in their communities** to maximize mobilization



DEVELOPMENT

Explore the process of creating the structure of SALT, from conception to delivery.

Self-Advocacy Program Coordinator



Above: Erendira Mercado, Self-Advocacy Program Coordinator at ODMF

- In June 2022, ODMF hired **Erendira Mercado** as a Youth Program Coordinator and in January 2023 joined the ACE team as a Self-Advocacy Coordinator.
- Erendira brings experience to the ACE department as a Mexican-American woman, and youth program coordinator at ODMF.
- Training and onboarding for this position took place between January and May of 2023.

Green Mountain Self-Advocates

- ODMF partnered with **Green Mountain Self-Advocates (GMSA)** to co-create SALT's curriculum and training materials.
- GMSA comes to ODMF highly regarded as prominent leaders in the national self-advocacy movement.
- We approached and included GMSA in the review of our curriculum once finalized for the second cohort.
- Curriculum focused on teaching basic self-advocacy, leadership and systems change skills to people with disabilities from multicultural backgrounds.



Above: Green Mountain Self-Advocate community leaders at a self-advocacy event (credit: gmsavt.org). Max Barrows, right in red.

Development Timeline

PROJECT OUTLININ

- **May – Aug 2021**
- **GMSA** and ODMF meet to discuss SALT overview and training goals.
- Sample training scripts are presented.
- Training philosophies and topics are aligned.
- Discussions about how to include multicultural perspectives are initiated.

CURRICULUM DEVELOPMENT

- **Sept – Dec 2021**
- Development begins in earnest.*
- A 12-part lesson outline is created.
- GMSA and ODMF meet weekly to edit lesson plans.
- Self-advocates and advocates of color are present at every meeting.
- Curriculum draft finished late November 2021.
- Curriculum draft is distributed internally to ODMF contacts to check for accessibility and cross-cultural appropriateness.

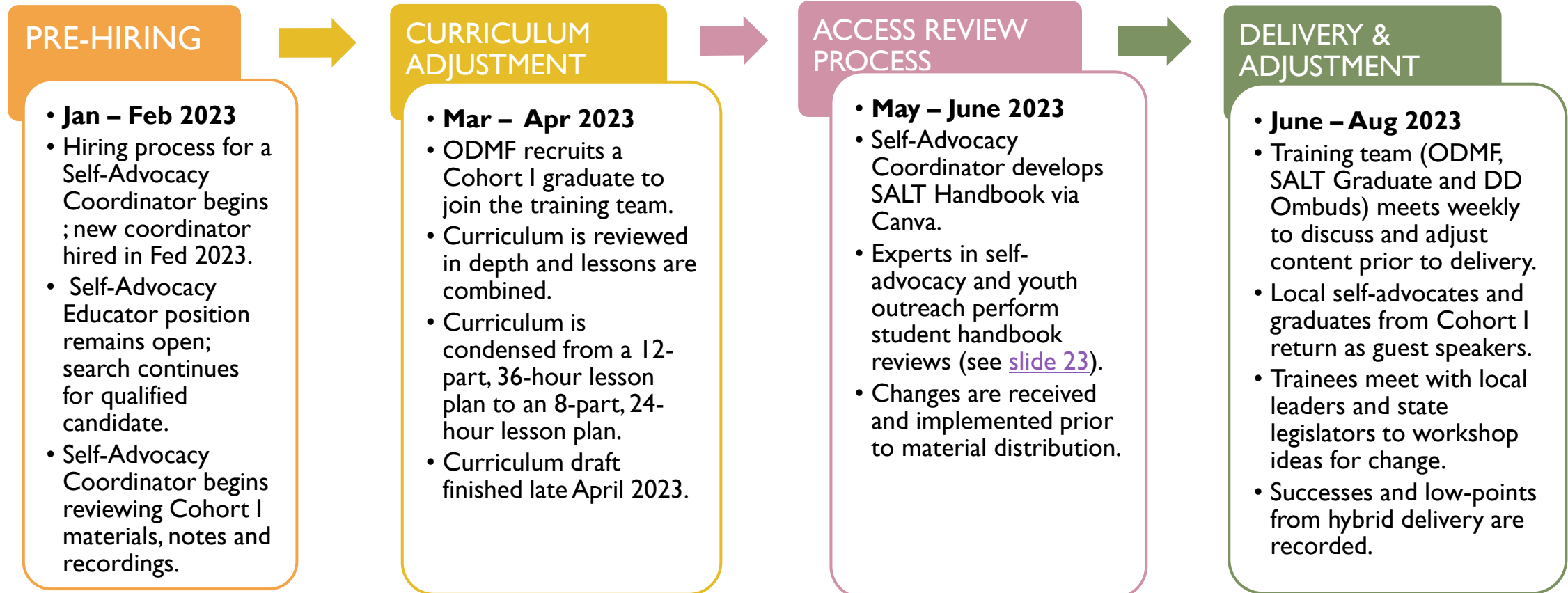
DELIVERY & ADJUSTMENT

- **Jan – May 2022**
- Access-reviewed draft is developed into a participant-facing SALT Handbook.
- Training team (ODMF, GMSA and DD Ombuds) meets weekly to further discuss and adjust content prior to delivery in training.
- Successes and low-points from actual delivery are recorded for future SALT cohorts.

THE ROAD AHEAD

- **June – Dec 2022**
- Successes and low-points from Cohort I are reviewed.
- SALT impact report is organized and sent to King County for Review.
- Participants from Cohort I are presented with and supported at various advocacy opportunities.
- Certain advocates go on to advise the ACE team on programming and priorities.
- Self-Advocacy Educator position was open on the ACE team.

Development Timeline Continued...



Accessibility Review Process

SALT training concepts and curriculum were reviewed for disability-related accessibility and cross-cultural appropriateness.

Reviewers included ACE Team staff, self-advocates from cohort I, and statewide leaders in self advocacy from the King County Champions Chapter.

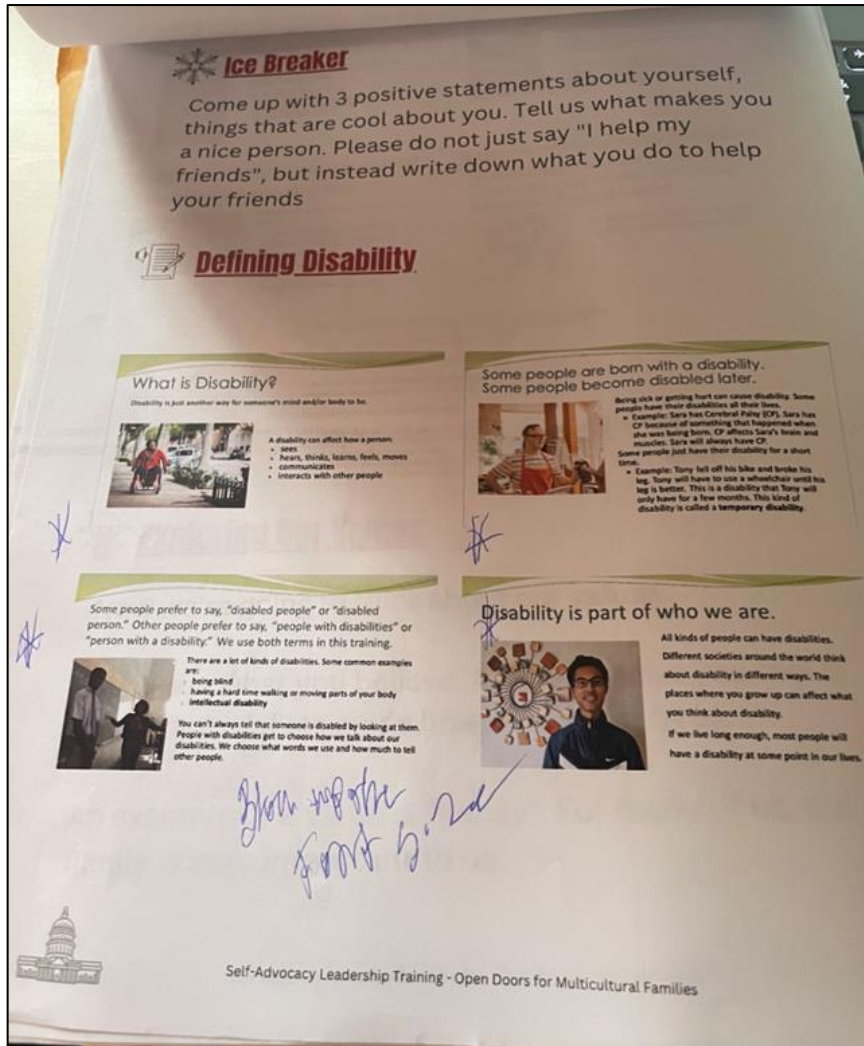
Insights from this process were implemented into the final draft of the participant-facing SALT Student Handbook. Example insights include:

- Adding more visual content for non-written learners.
- Altering text sizes to meet the needs of all participants.
- Shortening activities and lessons to increase participant interactions.



Above: King County Champions Chapter receiving review process materials.

Accessibility Review Process Continued..



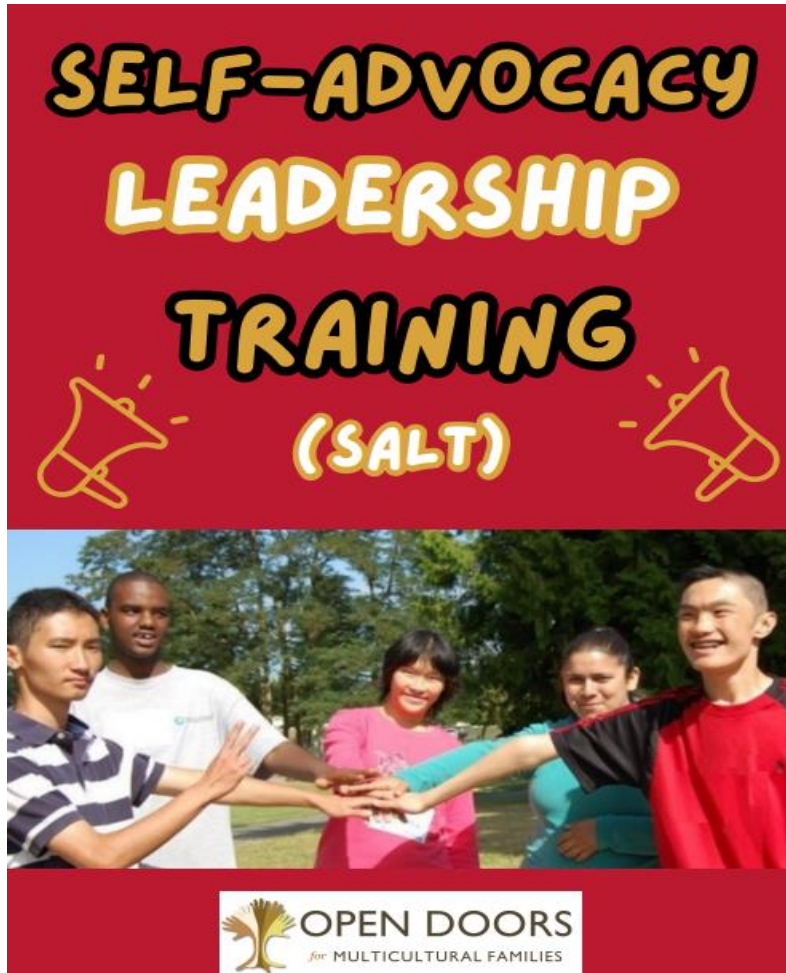
Left: Kyle Matheson from People First of Washington provide feedback on student handbook.

Right: Reviewers were given an evaluation checklist to fill out as they review the student handbook.

Evaluation Checklist for Self-Advocacy Leadership Training Student Handbook

Question	Yes	No	N/A	Comments:
Accessibility				
Is the cover page attractive?	X			
Handbook provides a useful table of contents	X			Very straight forward
Is Font Size/spacing easy to read? (Size, style, quality)		X		Some text and graphics are too small
Are text colors a good contrast? Not distracting	X			
Does the handbook accommodate various ability levels?		X		Not the handbook for people with poor eyesight
Are there clear and complete directions throughout the handbook?	X			
Is the handbook organized and easy to follow?	X			
Is there an appropriate use of illustrations?	X			
Is the length of the handbook appropriate?	X			
Out of 5 stars please rate this handbook. ★★★★★				
1- Needs more work, 5- Great! No work needed 4- text sizes need more work				

Student Handbook



Content from the trainer's manual (curriculum) was condensed and simplified to accommodate learners of all abilities. Special consideration was given to defining new terms and breaking up large chunks of text into smaller, more digestible sections with visually appealing designs ([see next slide](#) for more details).

Participants were given physical and digital copies of the Student Handbook before training so they could follow along lesson plans and training activities at their own pace.

Left: Cover of the SALT Student Handbook made via Canva.

Handbook Design Choices:

Clearly-defined learning goals at the beginning of each lesson.

Plain language definitions of key terms. Large font used for low-vision learners.

Footer and page numbers intentionally kept simple, with strategic blank spaces.



In this lesson, we will learn about

- People's names and pronouns
- Choosing our group agreements
- How to identify what self-advocacy is and what self-advocacy is not



Vocabulary

Pronouns - Words that we use to refer to people instead of their names. This includes he/him, she/her and they/them.

Group Agreements - The rules of our group that we all agree to follow while we share space in this training.

Advocacy - Speaking about issues that impact on the communities, we serve to create positive change.

Self-Advocacy - When people with disabilities represent themselves and advocate for their own interests.

Self-Advocate - A person with a disability who speaks up on their own behalf, representing their own interests.



Bold, section specific headers.

Illustrations were used to make sections appealing.



Understanding Our Values

Please pick 10 values. Pick ones that are important to you. Cut out your 10 values. Use tape or glue stick to put them on your poster.

After you make your poster with your top 10 values, circle the 3 that are the most important to you.



Standing Up for Yourself Activity

- Find the handout "Standing Up for Yourself."
- Have someone in your group read the text on the top of the page.
- Then work alone or with a peer to answer the following questions:

- 1) Write down a time you told someone what you thought or felt about something.
- 2) Write down a time you did NOT let other people know what you thought or felt about something, (or did not ask for something you needed, but wish you had).

Homework:

Share the 3 pages of values with someone in your family. Ask them to pick their 10 most important values. If you feel comfortable, share your poster with the person



Handbook
Design
Choices
Continued...

Homework was
clearly defined and
bolded.

Preparing for Hybrid Delivery

After analyzing the delivery of SALT Cohort I, ODMF concluded that certain individuals struggled completing activities virtually, while others thrived in online environment. To accommodate learners of all abilities, the **second cohort of SALT in a hybrid form**.

Major Adjustments:

- In-person activities were reviewed and selected strategically. Activities that required complex materials and large spaces were coordinated to be in-person.
- Coordination of transportation was necessary for trainees to be on time and present at all in-person sessions.
- Participants without access to reliable technology for the online sessions were provided with Microsoft Surface tablets to complete the training.*



In-Person Location

- Pros
 - Situated in South King County (equally accessible for all participants.)
 - Light rail station nearby
 - Plenty of space for activities
- Cons:
 - Lack of parking space
 - 2-hour max parking time
 - Lots of planning to do before sessions
 - Coordination of snacks
 - Materials printer
 - Reminder calls



Above: UW Othello Commons where SALT was held in-person.

DELIVERY

Observe the practical aspects of preparing and presenting SALT, and what happened as training progressed.

Recruitment Process

Run dates: June 22 – August 17, 2023

Eligibility:

- 16+ years old (transition youth and adults)
- Identify as having a developmental and/or intellectual disability
- Belong to a multicultural/BIPOC or other underserved community.

Strategy: Outreach was performed primarily internally through the ODMF Family Support team to reach clients and families; DD advocacy contacts, including the Developmental Disability Council (DDC), Disability Rights WA (DRW) and statewide special education interest groups were also looped in. King County residents and ODMF clients were given priority.

Accessibility: For increased access, the ODMF ACE Team offered online and over the phone registration support.



Above: SALT outreach flyer, which was digitally linked to training registration page.

Selection Process

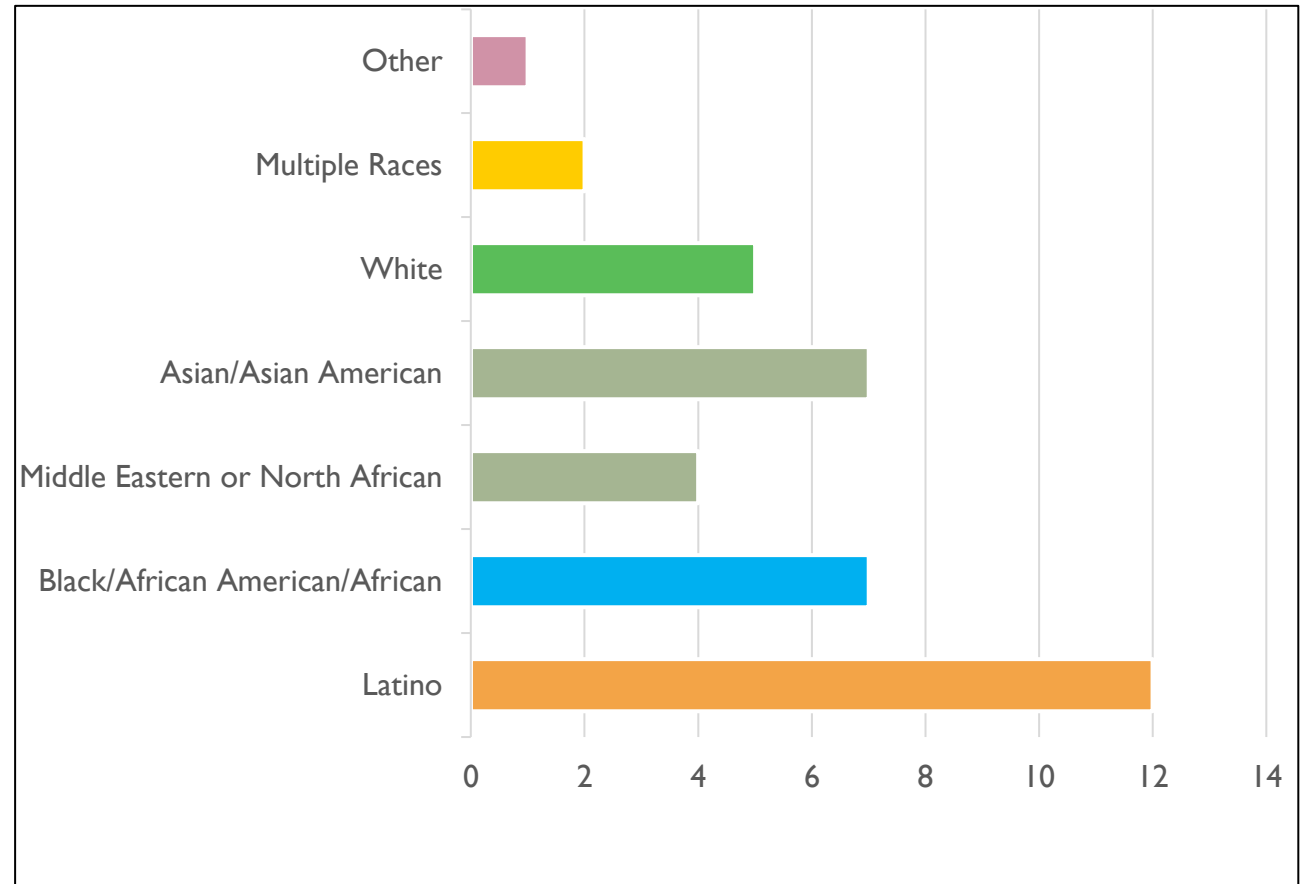
Interest Forms Received: 38 Forms

Form Process:

- 38 questions in total
- Contact details, training and participation, and personal information was collected in the interest form.

Selection Strategy: Many factors were taken into consideration when choosing the new cohort. Here are some factors that impacted our decision making:

- Creating an equitable opportunity for participants with diverse abilities, cultural backgrounds and language comprehension skills.
- Sourcing individuals from various parts of King County.
- Ensuring transportation to training events was possible for all participants.



Participant Demographics

Total participants enrolled: 12

Areas served: Auburn(1), Burien(1), Des Moines (2), Federal Way(2), Bellevue(1), Seattle(4), Tukwila (1).

Cultures represented: Latino, African American, Somali, Asian/Asian American (see Figure A).

Median Age: 16-29 years old (see Figure B)

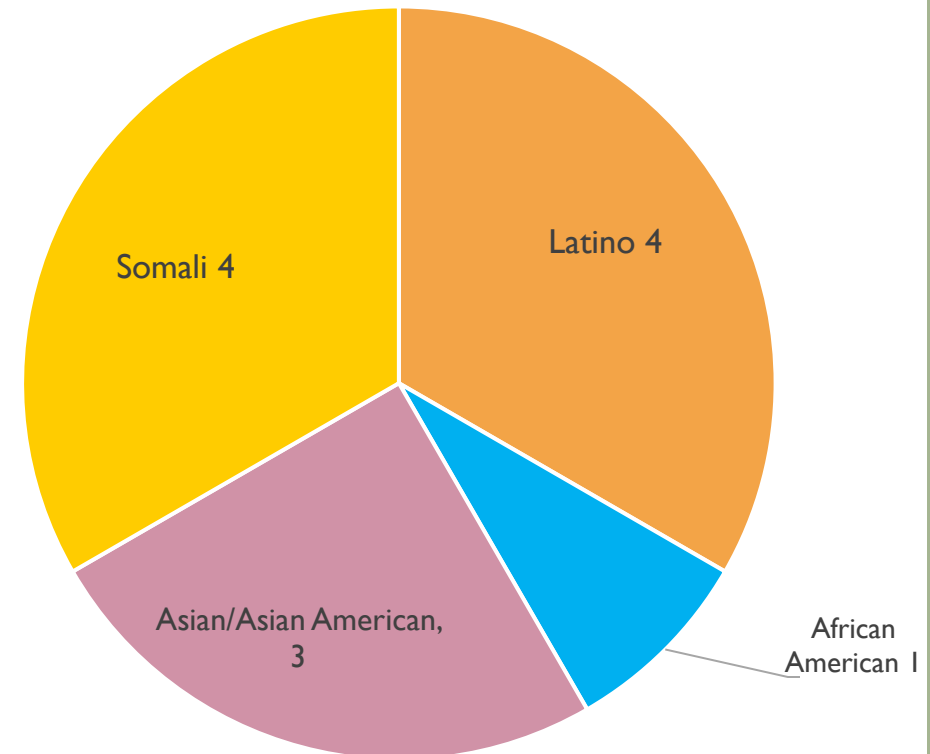
Male: 6

Female: 6

Disabilities represented: Autism Spectrum Disorder, Cerebral Palsy, developmental delays, learning delays, schizophrenia.

Previous Advocacy Knowledge: Mostly low (See Figure C).

Figure A: Cultural Representation



Participant Demographics Cont.

Figure B: Median Age Range

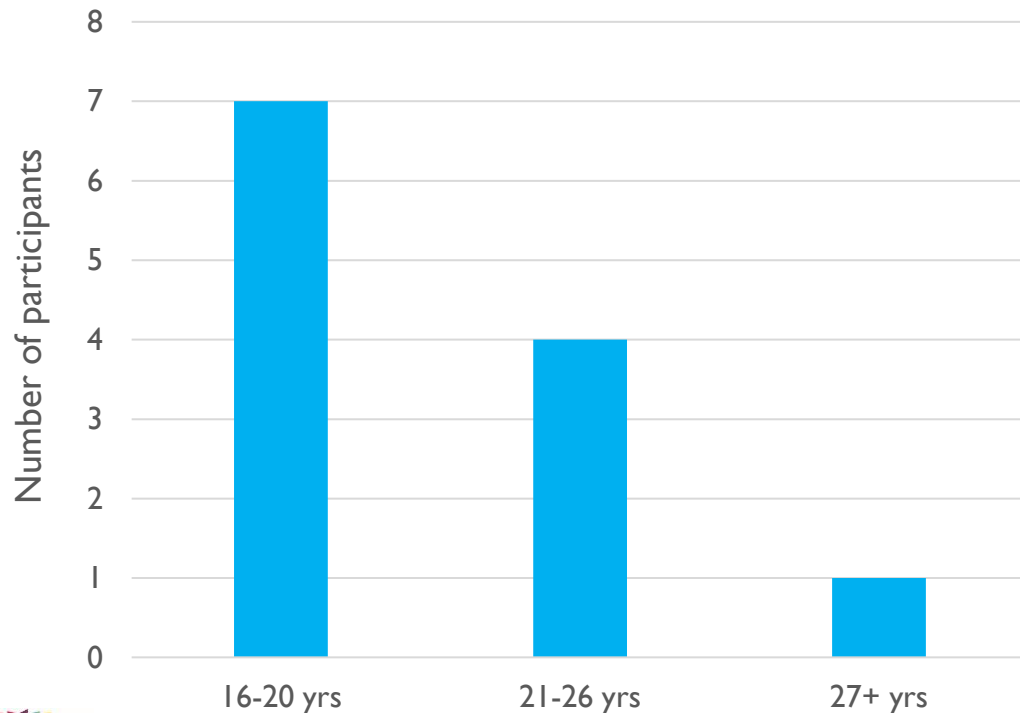
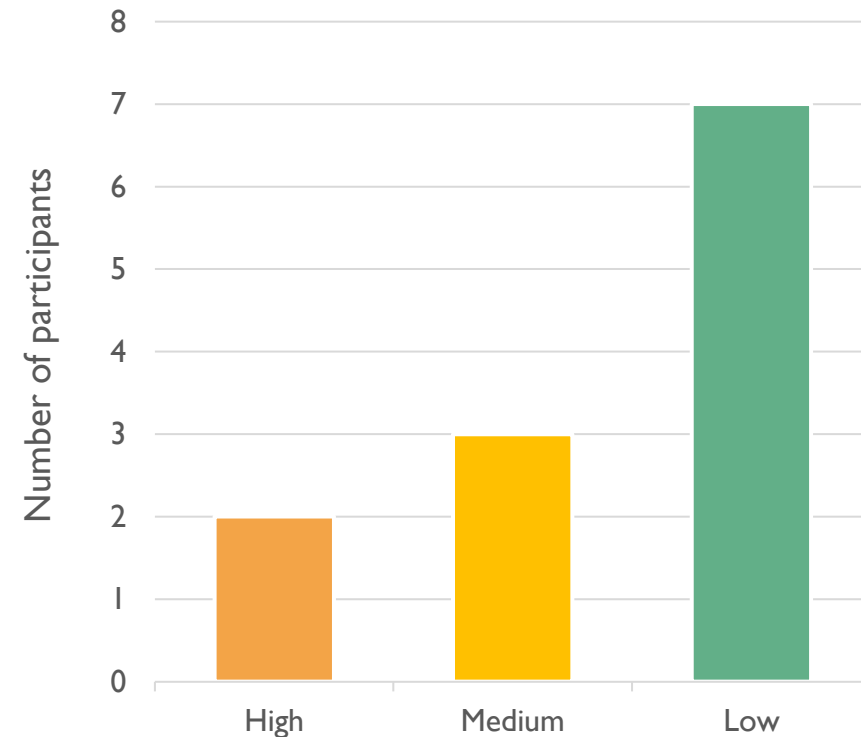


Figure C: Previous Advocacy Knowledge





Mahad Dahir
SALT Instructor
SALT Cohort 1 Graduate

Erendira Mercado
Open Doors for Multicultural
Families
Self-Advocacy Coordinator and
SALT Project Lead

Tim McCue
Office of DD Ombuds
SALT Instructor

CORE TRAINING TEAM

Weekly Topics

Phase I: Self-reflection

1. Intro to SALT



2. Knowing Yourself



3. Learning to Lead

Phase II: Understanding Your Rights

4. Standing up to Discrimination



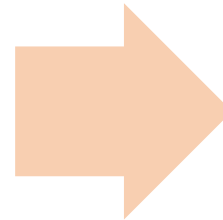
5. Understanding your Rights



6. Telling Your Story

Phase III: Practical Application

7. Meeting with Leaders



8. The Road Ahead

Materials

All participants received:

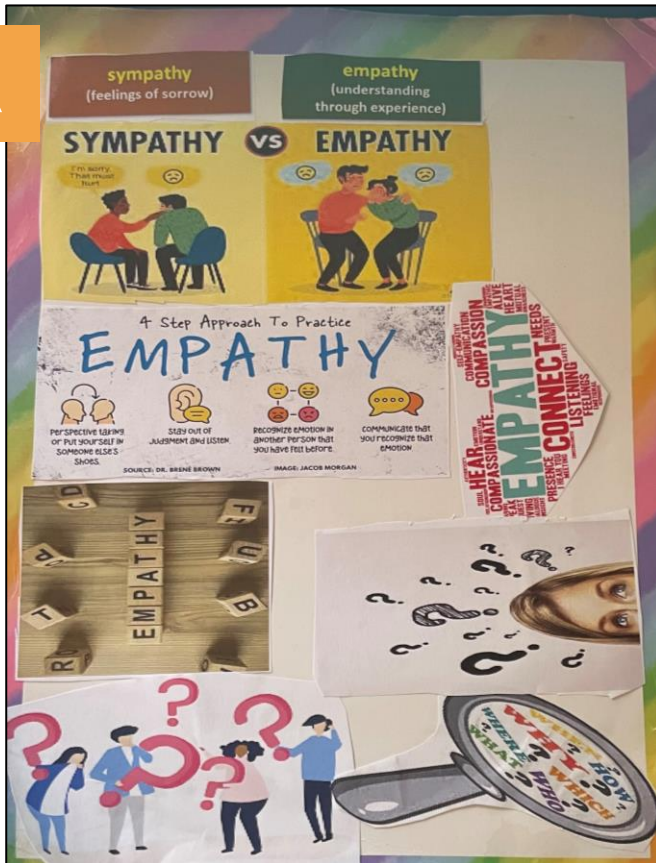
- A hard copy of the SALT Student Handbook
- Notebooks, pens and markers
- Poster-making materials
- Hand-out instructions for advocacy activities and a SALT calendar.
- Sensory items that participants were allowed to use during SALT.



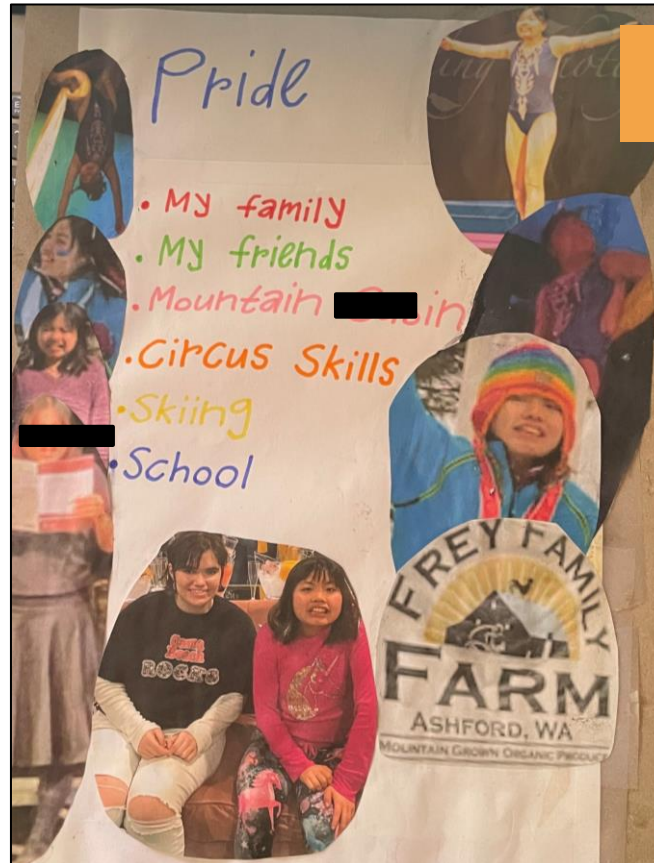
Top Left :A copy of the SALT Student Handbook;
Top Right: Materials every participant received in a welcome bag.

Exploring Self-Expression

A



B



To practice how to advocate effectively, participants were encouraged to speak up for the things they care about. Per Cohort I training feedback, various visual art projects were incorporated to accomplish this.

- A. **Values Poster:** Participants chose values from a list to show others what they care about.
- B. **Pride Poster:** Participants created physical or digital posters to celebrate what makes them feel good about themselves.

Applying Advocacy Skills

Participants had a chance to **practice and apply their advocacy skills with real community leaders.**

In preparation on week 6, “Telling Your Story” participants were asked to write their story to any leader they would like, they were asked to focus on a real-world issue and a solution to their issue.

In week 7, “Meeting with Leaders” participants listened to disability advocates, a Washington State Legislator, Open Doors for Multicultural Families Executive Director, and **King County’s DDECS division**, present. Following the panel, participants were able to ask questions to community leaders.



Above: Participants had a chance to meet with community leaders and ask questions related to their most important issues in the world.

Recognizing Leadership



Above: SALT activity “We are Leaders”. Participants named the leadership qualities that they liked and respected about one another.

Many SALT lessons emphasize the importance of **being changemakers within our communities** and speaking up for people who may not have the ability or privilege to do so.

Training activities offered opportunities for participants to communicate their interests in smaller group settings. Our training team worked toward fostering healthy interactions, role-modeling and mentoring among cohort members.

Peer leadership was particularly important, as 70% of participants identified as having “Low” advocacy knowledge prior to training.

Self-Advocate Training Contributions

Our model for SALT has always been to strive for a training **created by and for multicultural people with disabilities.**

In addition to those on our core training team, self advocates who contributed to SALT include **Ros Damm** (ODMF board member and People First of WA board Vice President) **Kyle Matheson** (People First King County), **Jessica Renner** (People First King County.) and **Celeste Wahba** (SALT Cohort I Graduate).

Self-Advocate leaders contributed to SALT by:

- Guest-speaking to various training topics
- Answering questions from trainees based on lived experience
- Presenting about advocacy opportunities



Above: SALT guest speakers who joined during different sessions to facilitate and answer questions from trainees.

Providing Support



Throughout SALT's 8-week run, our training team offered **one on one assistance to participants and self-advocate consultants** to ensure an accessible and enjoyable experience for everyone.

Supports included:

- Weekly reminder emails, calls and text messages.
- Coordinating with family members and caretakers to understand and meet participant needs.
- Technical assistance and troubleshooting.
- Real-time curriculum modification to meet trainees' ability to engage with material and trainers' ability to confidently deliver lessons.

Graduation

In the 8th and final training session of SALT, **participants were recognized for their dedication and hard work** with a graduation and certificate presentation

Each participant was presented with a certificate of completion and a verbal summary of their achievements.

10 out of 12 enrolled participants graduated from training.



Above: Participants attend the SALT graduation presentation (August 2023).



IMPACT

*Examine our evaluation techniques, measures of success,
and overall program achievements.*

Empowerment Scale

Participants filled out an “**Empowerment Scale**” in their very first lesson of SALT. This served as a baseline for trainee comfort and familiarity with lesson topics.

Across 12 items, participants shared how often they engage in a variety of behaviors related to **feeling empowered to effect change for themselves and other people with disabilities**.

Questions were grouped into three categories: ‘Self’, ‘Getting the Help I Need’, and ‘Systems’.

Participants were also asked to retake the survey immediately following course completion.

Right: Sample questions from the “Self” section of the SALT Empowerment Scale.

SALT Empowerment Scale – Where are you at in your “Empowerment Level” right now? How capable do you feel of advocating for yourself and others?

Section 1: Myself

Please rate how well these statements apply to you and your life.

1. Name (first, last): _____
2. I feel like I have control over my life.
Never/Don't know.
Rarely
Sometimes
Often
Always
3. I can live successfully with my challenges or disability.
Never/Don't know.
Rarely
Sometimes
Often
Always
4. I know my disability will not keep me from having a successful life.
Never/Don't know.
Rarely
Sometimes
Often
Always
|
5. I feel confident speaking about my story and sharing my experiences with others.
Never/Don't know.
Rarely
Sometimes
Often
Always

Section 2: Getting the help, I need.

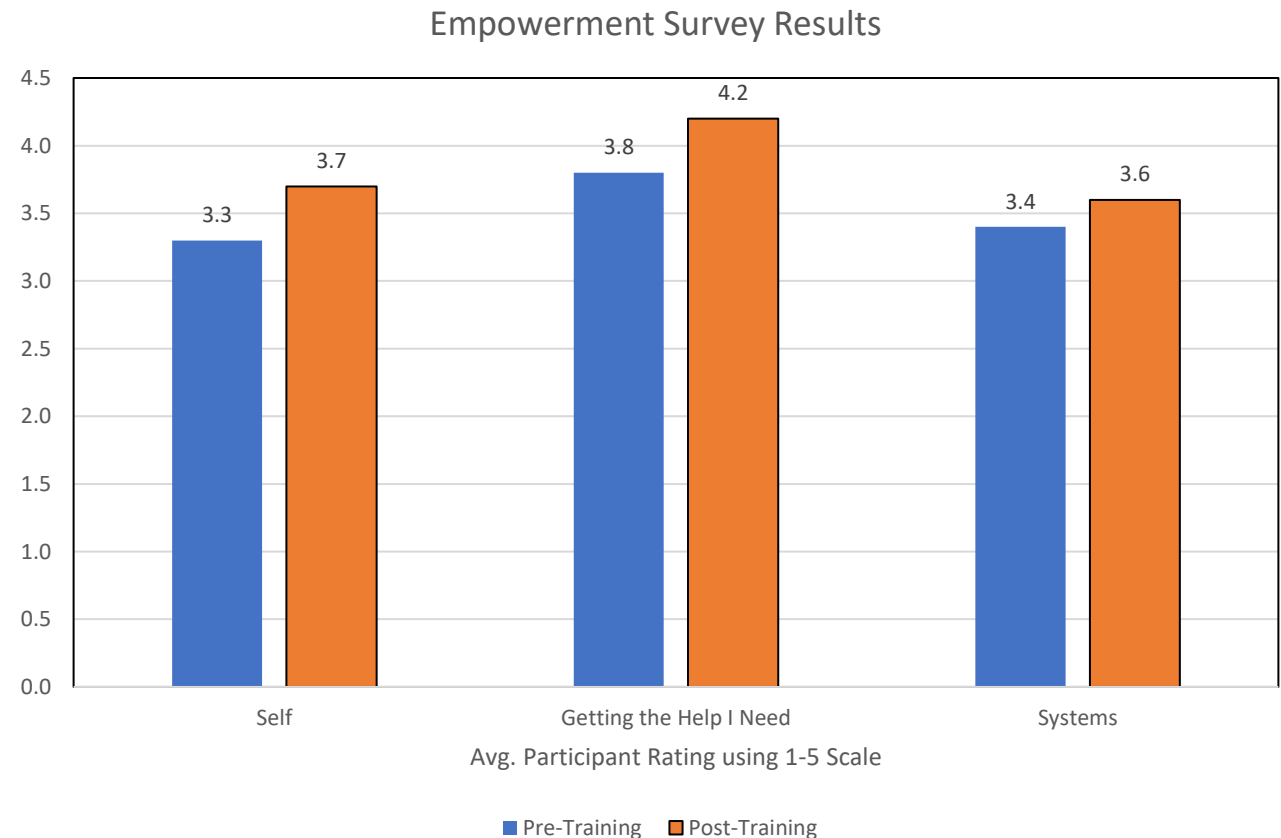
1. I understand how support people are supposed to help me.
Never/Don't know.
Rarely
Sometimes
Often
Always
2. I work with teachers or staff, so my needs are met.

Empowerment Scale Results

Overall, **SALT graduates** indicated a higher level of confidence in their advocacy skills after completing the training in August 2023 (see *Figure D*).

Average scores increased, with the largest increase in the 'Getting the help I need' category.

Figure D: Pre- and Post-Training Ratings of Self-perceived Empowerment



Meaningful Quotes: Participants



"I loved learning to make my case. I learned about standing up for myself, which I've always wanted to do."



"I really think that girls have it harder. Some people underestimate us. I don't think its fair or right."

"I feel like I can succeed, as long as I try, and I have support"



"I've really seen how other people with disabilities live. I understand how neurodivergence makes us who we are."



"I've really enjoyed learning how to help people, and how to be a better member of our community."

"You can take the same path as me, or you can forge your own path."



Meaningful Quotes: Community Partners

“It’s up to all of us to do better, so that other people can learn from us”



SALT Instructor
(Self-Advocate)

“I look forward to future opportunities to work with Open Doors on projects that benefit the multicultural community!”



Guest Speaker

“There aren’t really any advocacy organizations in WA state who are trying to deliver self-advocacy trainings like Open Doors for Multicultural Families is doing.”



SALT Instructor
(Self-Advocate)

“I just feel so happy, and I want to do more of this in the future.”



Self-Advocate
Guest Speaker



“I’m forever grateful for the opportunity to help train the next generation of self-advocates after graduating from this amazing program a year ago!”

- Mahad Dahir,
Returning SALT graduate and core
training team member.



[Click the link to hear more about Khalid's testimony](#)

"I highly recommend SALT to anyone who is neurodivergent, especially if they are a person of color. There's power in telling our stories. And we can help people understand the struggles neurodivergent people face daily. In the end, I enjoyed advocating a lot. So much so that I decided to apply to work with Open Doors. Now, I'm the self-advocacy educator, and I get to speak up for my community and myself in all kinds of spaces."

- Khalid Sirad,
SALT Cohort II graduate and newly hired self-
advocacy educator at ODMF.

KEY DISCOVERIES

Learn more about training challenges and lessons learned, and look ahead at where SALT graduates are heading next.

Challenges

The second cohort of SALT encountered a few setbacks. Here are some of the major factors that affected training delivery:



Online Disconnect: Hybrid delivery of trainings made it challenging for some participants to engage. Some trainees preferred to keep their cameras and microphones off, making certain small group activities less successful.

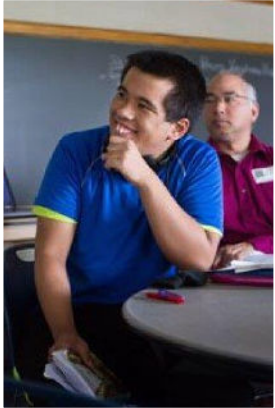


No 'One Size Fits All': This training cohort was comprised of people with many different disabilities and learning levels. Ensuring content progressed at a comfortable yet thought-provoking pace for everyone proved difficult, and content often required much more additional time for everyone to meaningfully process teachings.



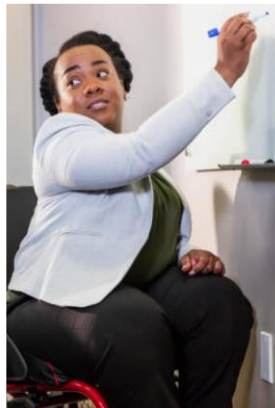
Participant Fatigue: The weekly three-hour lessons and 8-week run time proved demanding for our trainees. At the two hour mark many participants would start to disengage in materials.

Lessons Learned



Engaging young people with disabilities does not happen in a vacuum.

Supporting participants to attend and fully engage with training materials requires a person-centered approach that may involve family members and support staff. Building self-confidence and personal management skills before advocacy skills is necessary, and curriculum plans must be adjusted accordingly.



Engaging self-advocate guest speakers is impactful and valuable.

All lessons included self-advocates invited to participate as guest trainers. Inviting people with real-life experience to be a role model was impactful. In every session, trainees were able to learn about the guest speakers and how they've navigated life with a disability. Future trainings should continue to include and center self-advocate speakers.

Lessons Learned Cont.



Fair payment and recognition are key to providing a meaningful training experience.

SALT graduates received a \$360 stipend for course completion. Recipients expressed profuse gratitude and an enduring interest in continuing with advocacy opportunities in the future. A certificate of completion was also given to each participant during the graduation ceremony.



Training fatigue dilutes quality engagement.

The current 8-week, 24-hour, Thursday training model is challenging. Our 3-hour lesson plan was a struggle to endure for youth-aged people with disabilities, and there was a noticeable decline in meaningful participation by the end of many sessions.

Lessons Learned Cont.



Transportation is a key issue in for meaningful participation.

Finding an ideal location that was easily accessible for every participant is difficult especially when trainings were held on a Thursday afternoon for 3-hours. Many participants struggled with transportation to and from the location, leaving them waiting up to an hour to be picked up. Nearly every session had at least one person missing due to transportation complications. For future cohorts, transportation should be provided to ensure all participants are able to engage.



Advocacy trainings compete with other priorities in people's lives.

This year's cohort was planned for the summer, hoping that the break from school would make attendance less of a burden. However, trainees still had other pressing priorities, such as attending medical appointments, summer vacations, summer school and social events. Some participants were even hard to contact between training sessions during the summer.

Looking Ahead

As of October 2023 (two-month post-training), **graduates have already begun to advocate** in a variety of different spaces. Opportunities have included:

- ✓ King County Listening Sessions
 - ✓ Metro Access Listening Sessions
 - ✓ Feedback surveys
 - ✓ Informing organizational priorities
- Coming Fall 2023: [KCDDECS](#) Legislative Developmental Disability Annual Forum.

We look forward to the work ahead, as we **continue to partner with SALT advocates** to understand their perspectives and support them on their journeys to pursuing self-determined [systems and policy changes](#).

CONTACT

Find out how to get in touch with our team members that have contributed to this work.

ODMF Staff



For future inquiries about the information shared in this report, please refer to one of our ODMF staff members.

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