

Strengthening Professional Learning Through State Systems

June 2026

Across the country, districts and schools often look to state educational agencies (SEAs) for guidance when seeking high-quality professional learning (PL) providers. Thus, states are providing increasing guidance and criteria around professional development. Recognizing that effective professional development is integral to improving student outcomes, more states are defining the features of high-quality PL for teachers and leaders. States vary significantly in their processes and requirements for recognizing PL providers and programs as high quality. In some states the process includes the development of PL marketplaces that aim to provide curated lists of providers to connect districts and schools with high-quality PL opportunities.

One of the states supported by the Gulf Comprehensive Center (Gulf CC) is in the process of developing such a marketplace. As part of this effort, the Gulf CC is helping the SEA examine the current models established by other states to vet and publish catalogs of PL providers and programs. The state's ultimate objective is to develop and launch a marketplace model that will assist the field in identifying high-quality PL programs in alignment with essential research-based features identified in legislation.

Methods

The Gulf CC conducted a virtual scan of the U.S. Department of Education's state websites. Many states include links to professional development sessions, state conferences, or conferences from professional associations. If a state has a vetting process for vendors or catalogs, we included them in this brief. For each state, readers will find an introduction with basic information on their PL policy and system. The scope of PL might include multiple content areas or vetting might be specific to one or two content areas. Additional provider eligibility and approval requirements are also included.



Arkansas

Arkansas operates an Approved Professional Development Provider system administered by the Arkansas Department of Education (ADE) Division of Learning Services. Providers must apply to and be approved by ADE before their programs count as qualifying professional development for Arkansas educators. The system is not tied to specific instructional materials adoptions or certificate renewal hours. It functions as a quality assurance gate for the professional development providers, with approval grounded in alignment to the Arkansas Standards for Professional Learning and a defined set of 14 content focus areas.

Approved status is granted to organizations, not to individual programs offered by organizations. An approved provider may offer multiple qualifying professional development programs under its organizational credential, provided all programs remain aligned to the stated focus areas and standards framework.

Scope

To be approved, organizations must offer professional development activities related to at least one of the following 14 areas:

- Content (K–12)
- Instructional strategies
- Student assessment and data-driven decision making
- Advocacy, leadership, and fiscal management
- Systemic change process
- Standards, frameworks, and curriculum alignment
- Supervision
- Mentoring
- Next generation learning and technology integration
- Principles of learning and developmental stages
- Cognitive research
- Family and community engagement and academic planning
- Collaborative learning community
- Student health and wellness

Arkansas' 14 categories cover virtually every dimension of K–12 professional practice. Unlike New Mexico and Louisiana, Arkansas does not restrict approval to programs specific to high-quality instructional materials (HQIM) or prioritize specific content areas. Professional learning for all grade levels and educator roles is part of this system. Leadership-focused categories (e.g., advocacy, supervision, mentoring, systemic change) extend coverage to school and district administrators.

Provider Eligibility and Approval Requirements

Any organization wishing to offer qualifying professional development in Arkansas must apply to ADE. The application requires providers to demonstrate:

- Alignment of proposed professional development programs to the Arkansas Standards for Professional Learning framework.
- Alignment with at least 1 of the 14 approved content focus areas.
- Alignment with research and best practices supporting Arkansas Curriculum Standards.
- Facilitated by highly qualified presenters with demonstrated subject matter expertise.
- Organizational capacity to deliver professional development at scale and with consistency.



Colorado

Colorado operates the READ Act Advisory List of Professional Development, administered by the Early Literacy and School Readiness Office within the Colorado Department of Education (CDE). The list identifies professional development programs that have been reviewed and approved to meet the evidence-based training requirements of the Colorado Reading to Ensure Academic Development Act. It is the most fully developed reading-only professional development approval system in the country, distinguished by its role differentiation—separate lists and criteria apply to K–3 classroom teachers, Grades 4–12 reading interventionists, and school administrators. Colorado also maintains a parallel Early Literacy Grant Implementation Consultant Advisory List for approved reading coaches.

Scope

The scope of this system is reading and the science of reading exclusively. By statute, approved “programs must focus on developing reading competency specifically in phonemic awareness, phonics, vocabulary development, reading fluency including oral language skills, and reading comprehension” (C.R.S. 22-7-1204). Programs outside this scope are not eligible for the advisory list.

Provider Eligibility and Approval Requirements

The review process has two phases. First, providers submit a Letter of Intent to Apply, which is screened against minimum eligibility criteria. Those that pass receive the full application form from CDE. Applications are reviewed against published rubrics specific to the educator role being served. Completed rubrics are available upon request from CDE, making Colorado’s criteria among the most transparent of any state in this review.

CDE also accepts rolling applications from Colorado school districts or Board of Cooperative Educational Services (BOCES) seeking approval of district-developed professional development plans to meet READ Act requirements, allowing districts with locally developed programs to qualify without a separate vendor approval.



Louisiana

Louisiana operates the Instructional Materials Professional Learning Partner Guide (IMPLPG), housed on the Louisiana Department of Education (LDOE) Canopy PL platform. Like New Mexico, the system is HQIM-tied; approved partners must provide PL that directly and explicitly connects to the implementation of state-adopted HQIM. The IMPLPG is Louisiana's single, comprehensive directory of approved PL partners for school systems.

Since March 2024, Canopy has been the sole access point for all PL hosted by LDOE. Louisiana also operates a parallel mandatory vendor track under Act 108 (2022) for science of reading training—a separate, reading-specific approval system that functions independently of the IMPLPG.

Scope

Vendors specializing in PL for Tier 1 curricula, teacher mentorship, and academic system improvements can apply to be listed.

Vendors who can apply for the Professional Learning Partner Guide (PLPG) include:

- **Eligible Entities:** Vendors that provide initial and ongoing training for HQIM or specialized services for students with disabilities.
- **Focus Areas:** Applicants must provide services related to curriculum implementation, assessment, and PL.

Providers are approved to deliver programming aligned to specific curricula rather than content area standards. This is the status by content area as of 2025:

- Science, K-12—open for 2025 cycle (submissions March 1 through June 30)
- Social Studies, K-12—open for 2025 cycle
- English Language Arts (ELA), K-12—paused for 2025 cycle due to ongoing mathematics and ELA Standards Review
- Mathematics, K-12—paused for 2025 cycle for the same reason

The IMPLPG does not review programming that is not aligned to state-adopted HQIM.

Provider Eligibility and Approval Requirements

To be eligible for the IMPLPG, a provider must offer PL that directly and explicitly connects to the implementation of state-adopted HQIM and must be either (a) the original HQIM author, (b) an organization that has secured written permission from the original author, or (c) an organization supporting an open educational resource (OER) HQIM that requires no permission.

Once approved, partners must administer the Professional Learning Efficacy Indicator Survey to PL participants and receive at least 15 survey responses per year. Results are made public each spring, allowing districts to compare providers on effectiveness indicators over time. This post-approval accountability mechanism is absent from most other state systems.



Minnesota

The Minnesota Department of Education (MDE) operates a centralized reading professional development system under the READ Act. Rather than publishing an approved vendor list and allowing districts to contract directly, MDE contracts with a small set of approved vendors, and districts register through the department. The state funds the cost of training entirely. This model eliminates procurement variability across districts but restricts educator choice to the vendors MDE has contracted.

Scope

This system applies to reading and the science of reading exclusively. Approved programs must be focused on or aligned with the science of reading, including phonemic awareness, phonics, vocabulary development, reading fluency including oral language skills, and reading comprehension. Programs must also include information on how the brain learns to read, the nature of reading difficulties including dyslexia, and special considerations for supporting culturally and linguistically diverse learners.

Minnesota's system will be rolled out by educator role:

- Phase 1 (required by July 1, 2026): Pre-K classroom teachers, K–5 and K–6 classroom teachers depending on school structure, reading interventionists, special education teachers responsible for reading instruction, instructional support staff with reading responsibilities
- Phase 2 (required by July 1, 2027): Grades 6–12 classroom teachers, additional educator groups as determined by MDE

Principals and administrators are not currently part of the required training cohorts, although the Language Essentials for Teachers of Reading and Spelling (LETRS) for Administrators program is among the approved options available.

Provider Eligibility and Approval Requirements

MDE contracts with three vendors whose programs have been reviewed and approved against the High Quality Professional Development Checklist criteria:

- LETRS by Lexia—including LETRS for Early Childhood Educators and LETRS for Administrators

- Online Language and Literacy Academy (OL&LA) by CORE—Consortium on Reaching Excellence in Education
- CAREIALL (Advancing Language and Literacy) by CAREI University of Minnesota

Minnesota statute allows districts to use certified trained facilitators (CTFs, referred to as local certified facilitators or LCFs) to deliver approved training locally. To qualify, an LCF must have completed MDE-approved training in structured literacy, met the vendor's certification prerequisites and facilitator training requirements, completed annual recertification, and participated in ongoing mentoring and coaching provided by CAREI and MDE. This train-the-trainer pathway allows districts to build internal capacity while remaining within the approved program framework.



New Mexico

New Mexico operates the High-Quality Professional Learning (HQPL) Marketplace List, administered by the New Mexico Public Education Department (NMPED) Curriculum and Instruction Division. The list is HQIM-tied. Providers are approved only for PL programs that directly support the implementation of state-adopted high-quality instructional materials. It is not a general PL registry. The list is updated through an annual Request for Applications (RFA) process, with separate cycles by content area timed to coincide with each HQIM adoption.

The list aims to recommend providers and programs that support core instructional materials (CIM) from the New Mexico Adopted Multiple List-All Subjects and to provide relevant data for informed decision making in the local educational agency's selection processes.

Scope

The RFA for mathematics PL was released in 2025. The PL program is required to support the newly adopted K–12 mathematics CIM designated as “Recommended” or “Recommended with Reservations” on the New Mexico Adopted Multiple List. The NMPED is particularly interested in providers that can show evidence-based strategies and evidence-based results for their PL programs.

The HQPL Marketplace is scoped by content area, with each RFA cycle tied to the HQIM adoption. The status by content area is as follows:

- Mathematics, K–12—active 2026 cycle; RFA released August 2025
- Science, K–12—anticipated as next cycle; Science IM adoption began spring 2025
- Social Studies, K–12—2025 cycle open alongside science
- English Language Arts—paused during 2025 Math and ELA Standards Review

Provider Eligibility and Approval Requirements

Any local, regional, or national organization (including publishers) or individuals may apply. There are no restrictions based on organizational type. Eligibility conditions are:

- The PL program must directly and explicitly connect to HQIM implementation.

- If the provider is not the original HQIM author, written permission from the original author is required, unless the HQIM is an open educational resource.
- Providers submitting more than five PL programs must request a variance.
- Providers approved during prior cycles must reapply when a new RFA is issued; prior approvals do not carry forward automatically.



Ohio

The Ohio Department of Education and Workforce (ODEW) identifies vendors that provide professional development on the use of high-quality core curriculum and instructional materials and reading intervention programs. Ohio's system is simpler than Colorado's or Minnesota's in two respects: it has fewer review phases, and it offers an internal alternative pathway (ODEW's own department-developed online course modules) that districts can use without selecting an external vendor.

Scope

This program applies to PL focused on reading and the science of reading exclusively. Mandatory professional development applies to K–12 teachers and administrators, preservice teachers, and faculty employed by educator preparation programs. The requirement extends to educator preparation program faculty at Ohio institutions of higher education.

Provider Eligibility and Approval Requirements

ODEW identifies vendors on the approved list through an internal review process. The department also developed its own online science of reading course modules, available at no cost to districts through ODEW's Learning Management System. Districts that use the ODEW-developed courses can satisfy the statutory training requirement without purchasing from an external vendor. This internal alternative reduces cost barriers but also reduces pressure on the approved vendor market.



The Texas Education Agency (TEA) maintains a Continuing Professional Education (CPE) Provider Registry under the State Board for Educator Certification (SBEC). Unlike New Mexico and Louisiana, Texas' system is tied to certificate renewal rather than instructional materials—providers are approved to offer hours that count toward an educator's 5-year certificate renewal requirement. The system is broad and content-agnostic in scope but has specific CPE content requirements built into the rules for different certificate types.

Additionally, Texas Region 18 Education Service Center operates MiPLAN, a grant-funded curated marketplace that uses a rubric to preapprove providers.

Scope

Texas CPE is tied to certificate type, not content area in the abstract. Key rules are as follows:

- At least 80% of CPE activities must be directly related to the certificates being renewed and focus on the standards required for those certificates.
- Classroom teachers: 150 CPE hours per 5-year renewal cycle; content must relate to certificate area (e.g., a math teacher must do math-related CPE).
- Administrators/principals: 200 CPE hours; content requirements governed by §232.21 and administrator standards in Chapter 149.
- Mandatory CPE topics by certificate type include suicide prevention, dyslexia research and practices, grief and trauma, mental health first aid (in-person only), human trafficking identification, and child abuse reporting.
- Classroom teachers: no more than 25% of CPE in mandated topics; remainder must be certificate-area content.

Content areas effectively covered span all K–12 subject areas and all educator roles, because CPE requirements apply universally to all standard certificate holders.

Scope: Grades K–12 plus all educator roles—classroom teachers, principals, counselors, superintendents, librarians, educational diagnosticians, and others. CPE requirements and content differ by certificate type but apply across all grade levels.

Provider Eligibility and Approval Requirements

Tier 1: Preapproved Providers (No Application Required)

The following are automatically eligible as CPE providers: Texas school districts, open-enrollment charter schools, and regional education service centers; accredited public and private schools in other states, territories, and countries; accredited institutions of higher education, in-state and out-of-state schools; and private schools accredited by the Texas Private School Accreditation Commission (TEPSAC) or the International Association for Learner Driven Schools (IALDS).

Tier 2: Application-Required Providers

Professional membership associations or nonprofits that have offered professional development in Texas for at least 5 years with federal or state tax-exempt status must submit Sections A and B of the CPE Provider Registration Application. Private companies, private entities, and individuals must submit the full application. There is no fee for registration. TEA audits private companies, entities, and individuals on an ongoing basis.

Provider Requirements (19 TAC §232.21)

All approved CPE providers must comply with applicable SBEC rules; contribute to the advancement of professional knowledge and skills identified in educator standards; ensure CPE is developed and presented by persons appropriately knowledgeable in the subject matter; specify content and the number of creditable CPE clock hours for each activity; maintain activity records including attendees, date, content, and clock hours for 7 years; and provide written documentation to each educator at the conclusion of each activity.



Washington

Washington has the most formally structured general PL provider approval system of all the states reviewed. It operates through an annual, application-based clock hour provider approval process administered jointly by the Professional Educator Standards Board (PESB) and the Office of Superintendent of Public Instruction (OSPI), with layered content standards, mandatory equity-focused requirements, an internal course review mechanism at the provider level, and a complaint process added in 2025.

The public policy goal is to promote, recognize, and require the continuing professional and educational development of educators who are certified to practice their professions in the elementary and secondary schools of this state.

Scope

Washington's system applies to all content areas, all K-12 grade levels, all educator certificate types—with no subject restriction and no grade band restriction—bounded only by the requirement that courses align to professional role standards. Within that broad envelope, HB 1526 (2021) added mandatory proportional requirements for equity and leadership content that apply only to specific certificate types and must be offered by legislatively designated providers.

Provider Eligibility and Approval Requirements

Automatic Approval—No Application Required

All Washington public school districts, charter schools, and compact schools are automatically approved as clock hour providers under WAC 181-85-045. They are required to follow clock hour provider regulations but do not apply to PESB.

Application Required—Eligible Entity Types (WAC 181-85-045)

The following organizations are eligible to become an approved clock hour provider: accredited colleges or universities; nonprofit or not-for-profit organizations, with the exception of 501(c)4 organizations—these organizations must provide documentation of current nonprofit or not-for-profit status, and 501(c)4 organizations are explicitly prohibited from becoming an approved provider; educational service districts (ESDs);

state-approved private schools; local, state, or federal agencies; and educator preparation programs approved by PESB.

The explicit prohibition on 501(c)4 organizations is unique among all states in this review. It reflects a policy judgment that organizations engaged in substantial lobbying or political activity should not carry state approval to offer professional development to educators.

Application Cycle

Approval runs annually from October 1 to September 30. Organizations that want to offer clock hours must apply to PESB for approval annually; the deadline for submissions is May 31. Beginning with the 2025–2026 school year, the application process was revised under RCW 28A.410.277 to require entities to submit an application that includes at a minimum: the entity’s experience and expertise in providing professional development to educators generally, as well as specific experience and expertise in equity-based practices; and possible subject matter topics of continuing education to be offered.

Equity providers must also include their mission and vision statements and describe their specific experience and expertise in equity-based practices—a category-specific additional requirement with no parallel in other states’ general PL approval systems.

Annual Reapplication

Washington requires providers to reapply every year. Prior approval does not carry forward automatically.

Appendix

Legal and Regulatory Authority

Arkansas

Primary statute: Arkansas Code Annotated (A.C.A.) §6-17-703—requires the State Board of Education to establish standards for professional development for licensed personnel and authorizes ADE to develop and implement programs aligned to those standards.

Standards reference: Arkansas Standards for Professional Learning, aligned with Learning Forward's Standards for Professional Learning (2011).

Operational documents: ADE Division of Learning Services Approved Professional Development Provider application and guidance materials.

Key principle: ADE policy positions quality PL as a cornerstone of the department's strategic vision. Approved providers must address key categories within the Standards for Professional Learning framework, align with research and best practices supporting Arkansas Curriculum Standards, and be facilitated by highly qualified presenters.

Colorado

Primary statutes: C.R.S. 22-7-1209—requires CDE to create an advisory list of evidence-based instructional programming and professional development for reading; C.R.S. 22-7-1206(4)(d)—governs LEA use of READ Act funds; C.R.S. 22-7-1204—defines reading competency areas.

Enabling legislation: SB 19-199—amended the Colorado READ Act to require all K–3 teachers and Grades 4–12 reading interventionists to complete evidence-based training in teaching reading. SB 22-004—extended the training requirement to all principals and administrators, beginning the 2024–2025 budget year.

Operational document: CDE READ Act Professional Development Review Process, updated annually; most recent review concluded May 2025, with the next anticipated in 2027.

Louisiana

Primary statute: Louisiana Revised Statutes (R.S.) governing LDOE authority over curriculum and PL, including Act 108 (2022) for science of reading.

Operational document: LDOE Instructional Materials Professional Learning Partner Guide Submission and Review Process (January 2026 revision).

Platform: Canopy (ldoe.canopyed.com); educators access through EdLink credentials.

Minnesota

Primary statutes: Minnesota Statutes section 120B.12 (READ Act)—requires districts and charter schools to provide teachers and instructional support staff with access to evidence-based reading instruction training approved by MDE beginning July 1, 2024; Section 120B.119, Subdivision 2a—defines the requirements for district-level certified trained facilitators.

Review instrument: MDE and CAREI (Center for Applied Research and Educational Improvement at the University of Minnesota) use a version of the Observation Checklist for High-Quality Professional Development Training to evaluate programs.

New Mexico

No single statute specifically creates the HQPL Marketplace List. The system derives authority from NMPED's broad statutory mandate to support HQIM implementation and from the 2022 state initiative to align PL with the 5 Steps to HQIM Implementation framework. The mechanism is administrative policy operationalized through annual RFAs rather than codified in rule.

Primary instrument: NMPED Request for Applications, issued annually by the Instructional Material Bureau (IMB).

Key document: 2026 High-Quality Professional Learning Marketplace List RFA, released August 28, 2025.

Ohio

Primary statutes: ORC 3313.6028—defines the science of reading in Ohio statute; requires ODEW to establish an approved list of core curriculum, instructional materials, and reading intervention programs; directs ODEW to identify professional development vendors supporting that list. ORC 3319.2310—establishes mandatory science of reading professional development requirements for teachers and administrators.

Enabling legislation: HB 33 of the 135th General Assembly—created the science of reading mandate and vendor identification requirements.

The Ohio statute defines the science of reading explicitly as not relying on any model “based on meaning, structure and syntax, and visual cues, including a three-cueing approach.” This is codified in ORC 3313.6028(A)(1)(d), making it one of the few states to prohibit a specific instructional methodology in statute.

Texas

Primary statute: Texas Education Code (TEC) §21.054—professional development requirements; §21.451—suicide prevention training; superintendent-specific requirements in §21.054(h).

Governing rule: 19 Texas Administrative Code (TAC) Chapter 232—General Certification Provisions, Subchapter A: Certificate Renewal and Continuing Professional Education Requirements.

Key rule sections: §232.1 (General Provisions), §232.7 (Renewal Requirements), §232.11 (Number and Content of Required CPE Hours), §232.15 (Acceptable CPE Activities), §232.17 (Pre-Approved Providers), §232.19 (Private Company Approval), §232.21 (Provider Requirements).

Washington

Primary statute: Revised Code of Washington (RCW) 28A.410.010—authorizes PESB to establish, publish, and enforce rules and regulations determining eligibility for and certification of personnel employed in the common schools of Washington state.

Continuing education statute: RCW 28A.410.277—governs continuing education requirements for administrator and teacher certificate renewals and the approved clock hour provider framework; requires PESB to approve clock hour providers and specifies which entities are eligible.

Governing rule: WAC Chapter 181-85—Professional Certification: Continuing Education Requirement—the operative regulation governing the clock hour system in full, including provider eligibility (WAC 181-85-045), program standards (WAC 181-85-200), content standards (WAC 181-85-202), professional role standards (WAC 181-85-203), equity and inclusion standards (WAC 181-85-204), recordkeeping (WAC 181-85-205), and the complaint process (WAC 181-85-220 through 181-85-225).

Public policy goal: WAC 181-85-015—states the purpose of the continuing education chapter as promoting, recognizing, and requiring the continuing professional and educational development of educators certified to practice in the elementary and secondary schools of the state.

HB 1526 (2021)/RCW 28A.410.260 and 28A.410.277—effective July 1, 2023, added mandatory equity-based school practices and government-to-government content requirements with specific clock hour percentages.

References

Arkansas Notes and Resource/Reference Links

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Texas Notes and Resource/Reference Links

Texas Education Agency. (2024, March). *Certificate renewal and continuing professional education requirements, chapter 232. General certification provisions*.
<https://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/sbec-tac-currently-in-effect/ch232a.pdf>

Washington Notes

WAC Chapter 181–85 (all sections, current through September 2025); RCW 28A.410.010; RCW 28A.410.210; RCW 28A.410.260; RCW 28A.410.277; HB 1526 (2021); OSPI, Continuing Education Clock Hours page (<https://ospi.k12.wa.us/educator-support/continuing-education-clock-hours>); OSPI, Approved Providers page; OSPI, Become an Approved Provider page; PESB, Clock Hours page (<https://www.pesb.wa.gov/current-educators/certificate-renewal/clock-hours>); WAC 181-85-200 (LII/Cornell Law); RCW 28A.410.277 (Washington Legislature)



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