



ADMISSIONS TRAINING

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(801) 302-8801
www.paulmitchell.edu**

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**Editors: Chelsea Seegmiller
Design and Layout: Mary Beth Longmore**

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School Name: _____

Signature: _____

Name (Please print): _____

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ADMISSIONS TRAINING

DAY ONE: MONDAY, APRIL 17, 2023

9:00 a.m. Training Kick-Off
General Session
Guest Speaker

11:50 a.m. **LUNCH**

General Session

5:00 p.m. Close

DAY TWO: TUESDAY, APRIL 18, 2023

8:00 a.m. Day Two Kick-Off
General Session

11:50 a.m. **LUNCH**

General Session
Motivational Speaker

4:00 p.m. Close

PRESENTERS



STACIE PAUL

National Enrollment Advisor

Stacie Paul has a degree in marketing from the University of Nevada, Las Vegas. As a client of A Robert Cromeans Salon during her time working in destination management, she was quickly drawn to the beauty industry and Paul Mitchell. In 2005 she graduated from Paul Mitchell The School San Diego and began working as a stylist at A Robert Cromeans Salon.

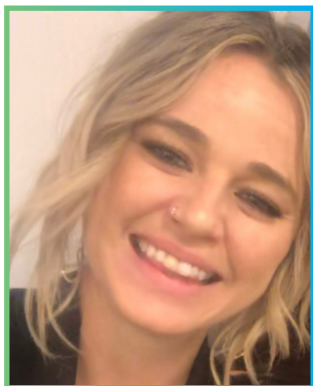
Her experience in the Paul Mitchell Schools network includes 10 years in enrollment at Paul Mitchell The School Las Vegas with the North Star Group as Director of Marketing and Enrollment, on the national enrollment team, and as the corporate Admissions Leader for PMAE. As the national Enrollment Advisor, she provides system updates, national training, e-learning, customized school support, and more.



TINA BLACK

Tina Black is an author, speaker, and leadership expert. After a long career as a dental hygienist, Tina purchased and graduated from her own cosmetology school, which quickly became one of the ten original Paul Mitchell Schools. She co-created the Be Nice Clubs now offered in every Paul Mitchell School, and she co-created a leadership course and the concept of leadership teams for all Paul Mitchell Schools. She now owns four Paul Mitchell Schools and co-owns three salons.

Tina is a certified DISC personality trainer and consultant and an executive director, certified trainer, and coach with the John Maxwell team. She also hosts the weekly *BE Series* podcast and co-owns the Next Level Salon Leadership program. Tina loves teaching salon owners and managers how to get their leadership on, lead and develop the next generation of leaders, and master key business and leadership principles to create exceptional results.



BAYLIE SUAREZ

Admissions Leader, PMTS Costa Mesa

Throughout her Paul Mitchell The School journey, **Baylie** has been successful in many roles, including Lead Specialist, High School Coordinator, Career Services Leader, and Enrollment Leader. Baylie started her journey with Paul Mitchell The School Costa Mesa in 2015 as a Service Desk Coordinator. In 2017, she moved into the admissions department to help with lead follow-up and high school outreach. Baylie created a successful high school outreach campaign that drove enrollment for Costa Mesa. She is part of the 2019 enrollment team of the year, and in 2022, alongside her co-worker Kenny Bronfield, she helped the school achieve its highest enrollment.



JORDAN MARTIN

Admissions Leader and Co-Director, PMTS Orlando

Jordan Martin graduated with a degree in hospitality management from the University of Central Florida. His passion for customer experience led him to start his career at Paul Mitchell The School Orlando in 2014 on the guest experience team. In 2018, he joined the school's enrollment team, and he is currently the Admissions Leader. Throughout his time with Paul Mitchell Schools, he has also held roles in guest services, enrollment, career services, and regional marketing and recruitment for eight school locations. One of his favorite parts of working with Paul Mitchell Schools is the variety of opportunities provided to Future Professionals and team members.



MADISON PLAISANCE

Admissions Leader, PMTS New Orleans

Madison is a creative and innovative individual who is passionate about solving problems and making a positive impact. She is a licensed cosmetologist and instructor in the state of Louisiana. Madison's career began as a Marketing Leader where she worked on the school's social media content, recruitment, community outreach, and sales. Her experience in technology enabled her to quickly rise through the ranks and take on a placement role as well. She then moved to admissions where she currently serves as the Admissions Leader. Madison's hobbies include cooking, traveling, and going to concerts. She also loves spending time with family and friends, and she is getting married in November 2023.



MELISSA WALKER

Admissions Leader, PMTS Tulsa

After graduating in 2009 from Texas Tech University with her bachelor's degree, **Melissa** helped open Paul Mitchell The School Tulsa in September 2011. Melissa started as the Service Desk Leader then moved into admissions and became an Admissions Leader in 2015. Melissa has had many speaking opportunities at Enrollment Team Trainings, including "Power Couple" and "Best Practices." In 2021, Melissa helped lead her enrollment team to receive the Award of Excellence as the Paul Mitchell Schools Enrollment Team of the Year. Along the way, Melissa has assisted Paul Mitchell The School Tulsa in FUNraising, earning her Top 100 spot six times and raising over \$18,000. Melissa loves spending time with her husband, beautiful daughter, and family watching Disney and the Kansas City Chiefs.



SHAUNDRA LUNSFORD

Admissions Leader, PMTS Fresno

Shaundra has been at Paul Mitchell The School Fresno since August 2008. She has held many roles, including Service Desk Leader, Clinic Classroom Leader, and Admissions Leader since 2015. Her favorite chapter in Be Nice (Or Else!) is "Chapter 5: What Happens When You Blow It" because it reminds her to continue having grace with herself and others. When asked to describe the perfect date, her answer is always April 25th.

GUEST SPEAKERS



AARON LACEY

Aaron has substantive experience in federal, state, and accrediting agency laws and standards that govern postsecondary institutions, and he regularly advises on issues involving students, faculty and staff, facilities, academics, governance, and operations.

He also leads the firm's extremely active higher education transactional practice. He and his colleagues have experience negotiating, documenting, and implementing merger, asset acquisition, stock acquisition, joint venture, and religious sponsorship and affiliation transactions for both nonprofit and proprietary higher education clients. In recent years, the practice has managed numerous nontraditional arrangements, including for-profit to nonprofit conversions and the acquisition of distressed institutions.

As the host of the firm's popular Higher Education Webinar Series and editorial director of *REGucation*, the firm's higher education law and policy blog, Aaron is a frequent writer and speaker on topics relating to higher education policy and regulation. He is a member of the National Association of College and University Attorneys and the American Bar Association.



MELISSA YAMAGUCHI

Melissa Yamaguchi is a dynamic energy therapist, Feng Shui speaker, and educator who travels the world teaching lessons on the balance of the individual through the practice of Feng Shui. She has been a student of Feng Shui for over twenty years. Her classes and seminars are sold-out venues thanks to her humorous delivery. Melissa utilizes humor mixed with self-awareness to encourage others to take ownership of their energy and their lives.

From large corporations to postsecondary education to private clients, the need for change or understanding begins with the individual. Working on your life with a concerted focus may seem a bit daunting. The trick is knowing when and how to work in harmony. To successfully navigate your journey, you must

take into account all factors: yourself, your relationship with those around you, the environment, the destination, and the goal.

The exciting possibility of Feng Shui and grasping its teaching is that once you understand your own energy, you can learn how to control your reactions. You are no longer subjected to the adage, "It is what it is." Melissa will teach you, "It doesn't have to be." She takes a pragmatic approach of combining innovative ideas and practical, operational applications. *Own Your Energy, Own Your Life* is the name of her blog on Huffington Post.

Create a reference list of elements to guide your success and support consistency in your leadership.

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schools

ADMISSIONS TRAINING

Day One

Lead-To-Enrollment Steps

The following steps explain the lead-to-enrollment flow and flow chart. Use this information to train your enrollment team on its responsibility for prospective Future Professional lead-to-enrollment follow-up and completion.

Lead-To-Enrollment Terminology

Use the lead-to-enrollment terminology to identify and understand the enrollment steps.

Submitted—A digitally submitted inquiry for enrollment to the school.

Lead—An inquiry for enrollment to the school; the lead has not toured the campus.

Prospect—A qualified lead who has responded to contact attempts and who has expressed interest in beginning school within the next 12 months.

Tour—A prospective student who has toured the campus and met with the Admissions Advisor and Financial Services Advisor during the meet and greet.

Applicant—An applicant who has submitted an application and is pending completion or review of all requirements.

Accepted—A prospective student who has met all application requirements and has been accepted to the school.

Pending Packaging—An accepted student who is in the process of completing the financial obligation documents.

Packaged—An applicant who has completed the financial obligation documents.

Enrolled—An applicant who has signed and accepted an enrollment agreement and disclosure documents and is awaiting his or her first day of Core.

Active—An applicant who begins the Core class and has clocked his or her first hour on the contracted start date.

STEP 1 Lead Submission

The schools receive leads in many ways. Most leads will come through the school's website; other avenues include school events or activities, high school events, salon events, Future Professional or staff referrals, and service guests. Leads must opt in to receiving communication from the school.

STEP 2 Lead Follow-Up

It is the responsibility of the Admissions Advisor to connect with and schedule a tour for all lead inquiries using The Lead Follow-Up System. The "Lead" status is automatically updated in the school's CRM once the lead profile has been updated.

The Admissions Advisor changes the prospective student's status to "Prospect" after the lead reciprocates communication, qualifies to begin school within the next 12 months, and expresses interest in starting within that time period.

During the enrollment process, both the Admissions Advisor and the Financial Services Advisor manage the follow-up tasks, communication, notes, appointments, and workflow status in the school's CRM.

STEP 3 School Tour and Financial Services Meet and Greet

The Admissions Advisor and Financial Services Advisor use the school tour system when a prospective student visits the school.

The Admissions Advisor shares program information, covers the application process, and gives a facility tour. The prospective student receives the school catalog and application for admission.

The Financial Services Advisor shares information on the financial aid process, reviews the Financial Aid Guide, and discusses other resources for tuition funding, such as scholarships and VA benefits (if applicable).

The prospective student's status is changed to "Tour" in the school's CRM.

STEP 4 Application Completion

The Admissions Advisor continues to work with the prospective student in collecting the required documents, application fee, and completed application using **The Lead Follow-Up System**. The Admissions Advisor uses the **Policy and Procedure on How to Validate Proof of Education for Admissions** to validate the proof of education.

STEP 5 Interview

The Admissions Advisor meets with the applicant for an admissions interview and completes the Admissions Interview and Rubric. He or she reviews each application and interview to determine acceptance to the program.

The applicant's status is changed to "Application" in the school's CRM.

STEP 6 Acceptance

The Admissions Advisor sends a written notification of acceptance via mail or email to the applicant. The acceptance letter should congratulate the applicant on his or her acceptance and contain a detailed outline of the applicant's next steps.

The applicant's status is changed to "Accepted" in the school's CRM.

STEP 7 Steps to Financing

The Financial Services Advisor continues to work with the prospective student in understanding the financial aid eligibility and application process. The applicant's status is changed to "Pending Packaging" in the school's CRM.

The Financial Services Advisor presents the Estimated Financial Aid Offer for the prospective student to review and accept. During this time, the Financial Services Advisor communicates with the Admissions Advisor about where the applicant is in the process.

When the applicant has completed the financial obligation documents, the status is changed to "Packaged" in the school's CRM.

STEP 8 Enrollment Agreement

After the prospective student is accepted to the school and has accepted a financial aid offer, the Admissions Advisor reviews the available start dates, schedules, and final enrollment steps with the prospective student.

The Admissions Advisor sends the Enrollment Agreement to the prospective student to review and sign. The prospective student must have time to read all of the Enrollment Agreement and additional materials before signing. Once signed, the applicant's status is changed to "Enrolled" in the school's CRM.

STEP 9 Enrolled Status

After an applicant enrolls, it is the responsibility of the Admissions Advisor to continue to connect with and engage the prospective student using The Lead Follow-Up System to ensure that he or she begins on the designated start date.

STEP 10 Active Status

Enrolled students are considered active when they start their first day of Core after they have clocked their first hour. The applicant's status is changed to "Active" in the school's CRM.

AARON LACEY

Notes:

High School Outreach Campaign

The high school outreach campaign is an event designed to create awareness of Paul Mitchell Schools and share information about our facility and programs. It is an opportunity for a school's admissions team to share information with high school students who may be interested in pursuing an education in the field of beauty or barbering after graduation. A well-run campaign starts by hosting a planning meeting, scheduling counselor visits, attending college fairs and other events, and tracking the campaign results in the school's CRM.

High School Outreach Campaign Planning Meeting

The purpose of the high school outreach campaign planning meeting is to review high school campaign data from previous years, set goals for the upcoming campaign, and design a strategy to achieve those goals. The high school campaign planning meeting should be held during the summer months while high schools are not in session. It is important to have a complete plan to start executing as soon as the local high schools are back in session. This meeting should include, at minimum, the Admissions Leader, Marketing and Recruitment Leader, and School Director.

Analyzing Historical Data

Historical data provides valuable information to help better understand a school's high school campaign performance. This is the time to review which high school leads are coming from and which of those leads are enrolling in your school.

Access the following information prior to the high school campaign planning meeting:

- Previous year's high school program leads: CRM > Contacts > View All > Advanced > Add New Filter > Date Submitted > [INSERT PREVIOUS YEAR'S DATES (ex. Aug 1, 2021–July 31, 2022)] > Add New Filter > Referral Types > High School Program > View Table
- If your school used a custom URL for high school lead collection: CRM > Contacts > View All > Advanced > Add New Filter > Date Submitted > [INSERT PREVIOUS YEAR'S DATES (ex. Aug 1, 2021–July 31, 2022)] > Add New Filter > Online Source > High School Program > View Table
- Previous year's high school campaigns: CRM > Campaigns > Advanced > Add New Filter > Campaign Starts At > [INSERT PREVIOUS YEAR'S DATES (ex. Aug 1, 2021–July 31, 2022)] > Add New Filter > Type of Campaign > High School > View Table
- Previous year's high school program enrollments: CRM > Contacts > View All > Advanced > Add New Filter > Date Submitted > [INSERT PREVIOUS YEAR'S DATES (ex. Aug 1, 2021–July 31, 2022)] > Add New Filter > Referral Types > High School Program > Add New Filter > Workflow Status > Enrolled, Graduated, Withdrawn (select all three by holding down the "shift" key) > View Table
- Calculate the high school lead-to-enrollment conversion rate: Previous year's high school program enrollments ÷ previous year's high school program leads

Use the following to help facilitate analyzing your data:

- Identify which high schools were visited.
- Identify which high schools were not visited and discuss why.
- Identify your top-performing high schools.
- How many leads and enrollments came from each high school?

- Identify areas of opportunity.
- What will you do the same this year?
- What will you do differently?

Goal Setting

Determine what would make a successful high school campaign for your school and set specific, measurable goals to give your campaign purpose and to keep you motivated.

Use the following to help facilitate setting your goals:

- What is your high school enrollment goal (range)?
- How many leads will you need to achieve this enrollment goal?
- How many high schools will you recruit from?
- What are those high schools?
- How will you connect with your high school counselors initially and throughout the year?
- How will you connect with high school students at the start of the school year and throughout the school year?
- Which events will you schedule (on campus or off campus)?

Determine which events will be virtual and which will be in person.

Activity: Calculate High School Lead Goal

Complete	Calculate
Year: _____ High School Enrollment Goal	_____ Total high school enrollment goal _____ (Divided by) lead-to-enrollment conversion rate _____ Equals high school lead goal _____ (Divided by) high schools you will visit

Choosing the High Schools

Analyze historical data to determine the schools that have produced the most leads and enrollments, those that have previously been part of your campaign but have not produced leads and/or enrollments, and those that have not been visited before.

Which high schools will you visit as a result of this data?

Challenge your team to determine why you have not visited specific high schools in the past.

Is the campus too far from your school?

Does that high school discourage for-profit schools for their graduates?

Does their student body not align with your demographic?

Create an open and safe space for communication around this topic. Discover your team's barriers and prioritize the strategy for overcoming and finding new ways to engage these prospective Future Professionals.

Planning Your Campaign

A successful campaign should include consistent counselor communication, high school visits including round tables, college fairs, and other creative ways to connect with your prospective Future Professionals while they are still in high school. Discuss each section below to create your high school campaign.

Counselor Communication and Visits

The purpose of a high school counselor visit is to connect with the counselor to share your school's program information. The following steps will help you plan, prepare, and conduct effective meetings:

- Contact your high school counselor or contact to set up an initial meeting (virtual or in person).
- Create a plan for communication with your counselors throughout the year. Include announcements such as FUNraising events, start dates, community involvement, etc.
- Create an agenda for your counselor visits or virtual meetings and set goals for the meeting.
- Assemble high school counselor information packets to bring to meetings.
- Track your communication and meetings with your counselors in your school's CRM.

High School Counselor Information Packets

Be prepared to share the high school counselor information packet briefly, or you may leave the packet to review, depending on the time available. The packet should include:

- School Catalog
- Financial Aid Guide
- Student Consumer Information Table
- Current event flyers
- Business card

Greet

Thank the counselor for taking the time to meet. Share your excitement to share your school's program information and ask to get to know his or her school.

Connect

Ask questions to identify the needs of the high school counselor or school and build a supportive relationship. Take notes on the Event or Visit Report.

Overview

Share an overview of the meeting, including the time frame.

Inform

- Share a few facts about your campus, such as how long your school has been established, accreditation information, programs offered, etc.
- Share learning and culture systems.
- Share the high school counselor information packet.
- Offer to schedule a round table visit.
- Ask for an invitation to any school event.

Close

Thank the counselor for his or her time and leave program information and flyers for prospective Future Professionals. Schedule a round table visit and exchange contact information.

Round Table Visits

A high school round table meeting is held with a group of prospective Future Professionals who are interested in information about Paul Mitchell Schools programs.

- Work with your high school counselors or contacts to schedule in-person or virtual round table visits.
- If hosting virtual events, discuss and plan your platform and agenda and plan to do a trial run.
- Determine what you will include in your display setup.
- Determine your budget for giveaways. **Remember, giveaways should not be given in exchange for contact information.** Anyone in attendance should be able to receive a giveaway.
- Discuss what is needed for handouts, including admissions packets, current event flyers (example: Spring Open House), etc.

Round Table Checklist

- **STEP 1** — Confirm the time and location of the presentation and the audiovisual support available.
- **STEP 2** — Obtain a count of how many prospective Future Professionals plan to attend. Be prepared in case more arrive at the last minute.
- **STEP 3** — Use the Event or Visit Report to prepare.
- **STEP 4** — Arrive early to set up. Place information packets on the table for each prospective Future Professional or distribute packets as they arrive.
- **STEP 5** — Connect with your audience as they enter the room. Find the balance between being fun and professional.
- **STEP 6** — Present to your audience.
- **STEP 7** — Hold a question-and-answer session.
- **STEP 8** — Direct prospective Future Professionals to the high school landing page RFI Form to request more information or share the QR code.
- **STEP 9** — Share group tour dates.
- **STEP 10** — Thank them for coming.
- **STEP 11** — Create and implement an action plan to follow through with the leads gathered that day.

High School Round Table Room Setup

We recommend the following room setup. Depending on the location that the high school counselor has available, these recommendations may require some flexibility:

Display the following items in the room you plan to conduct the round table discussion. Be sure to have the room completely set up prior to the prospective Future Professionals arriving.

Two tables to set up, including:

- One table for the prospective Future Professional admissions packets and chairs for the attendees.
- One table to display the branded student kit and other items. This table should include:
 - Branded or black tablecloth
 - Sample student learning and technical kit display (cosmetology, barbering, skin, nails, and makeup, depending on the programs offered). Remember to include a disclaimer sign stating, "This is a sample kit and does not demonstrate the products, brands, or items that may be included in your student kit."
 - Current curriculum materials such as textbooks, The Coloring Book, and The Cutting Book.
 - The Cutting System, The Short Hair System, and The Color System empty DVD cases (display only)
 - Tablet to showcase the apps

Pack the items in a nice bag or case, so you look professional as you carry them in. Rehearse the carry-in and setup at your campus before executing the round table.

Welcome

Provide a warm welcome, introduce yourself, and give an overview of the presentation.

Share

Use your iPad or laptop to share your campus information as appropriate. Show a virtual tour of your school and other campus activities that demonstrate the culture and learning process.

Inform

Take them through the prospective Future Professional admissions packet. Customize your presentation according to federal, consumer, and state regulations and laws. The prospective Future Professionals will ask many questions and you will share the dialogues. You must know your packet information inside and out so you may confidently answer questions to their satisfaction.

Create your own customized outline that meets all applicable regulations. This outline should clearly share vital information that will help prospective Future Professionals on their journey to enrollment. Rehearse it until you can share it with confidence.

Close

After you have finished previewing, discussing, and answering questions, you are ready to wrap it up. Use this checklist to ensure you close properly:

- Invite prospective Future Professionals to join our school's social channels.
- Invite them to visit our school's website.
- Invite them to complete the high school landing page RFI Form for more information.
- Invite them in for a service.
- Invite them for an open group tour.

College Fairs

College and career fairs are some of the best resources for education and career research opportunities for high school students and their parents. During college fairs, your goal is to create awareness about school and guest services and provide program information to those interested. College fairs can be managed by a specific high school, high school counselor associations, or local school associations. They are usually held at the school, a convention hall, or conference center and they feature universities, public and private colleges, vocational schools, technical schools, and trade schools. Each school is assigned a booth and given specific guidelines about what they may provide to students.

- Work with your high school counselors or contacts to schedule in-person or virtual college and career fairs.
- If hosting virtual events, discuss and plan your platform and agenda and plan to do a trial run.
- Determine what you will include to promote services, including service menus, etc.
- Determine your budget for district or association career fairs.
- Decide what you will include in your booth setup.
- Determine your budget for giveaways. Remember, giveaways should not be given in exchange for contact information. Anyone in attendance should be able to receive a giveaway.
- Discuss what is needed for handouts, including admissions packets, event flyers, etc.
- Determine if or when you will incorporate activities, such as bringing the Community and Events Club.

The following tips can help you promote your school at a college or career fair:

Booth Setup

Display a large school banner or school picture. Provide a video monitor/player showing a school video, videos of promotional events, or examples of work in the cosmetology industry. Create an inviting and interesting booth space that captures the essence of your school and its programs.

Booth Activities

Representatives should not sit behind a table; they should stand and invite prospective Future Professionals in for a visit. Make the booth inviting by moving the table to the side or removing it altogether. Create an “experience area” within the booth to allow for some demonstration or hands-on activity. Provide a variety of printed materials for those who show interest. Direct them to the high school landing page RFI Form to request more information.

Branded Giveaways

Branded giveaways are a great way to share your school’s contact and website information. Remember do not give swag as an incentive or in exchange for contact information.

Branded Flyers

Be sure that everything on your table is branded and has accurate information. Inspect your flyers and table displays. Are the start dates correct? Are all our programs listed? Are there directions on how to get more information listed? QR codes can be used to direct prospective Future Professionals to the school’s website, the high school landing page, School Catalog, Student Consumer Information Table, and Financial Aid Guide.

Recruitment Booth Checklist

- Black tablecloth with school logo
- Student technical kit box, brushes, and combs
- Makeup kit
- Paul Mitchell® Pro Tools boxes: Paul Mitchell Express Ion Dry® and Paul Mitchell Express Ion Smooth®
- Paul Mitchell clippers
- Cube wall shelves (set of three)
- Retail-size Paul Mitchell products (from the current Paul Mitchell campaign)
- “Swag” such as Paul Mitchell Schools bags, products, pens, mirrors, etc.
- Branded banners
- Branded flyers, trifolds, and/or brochures
- QR code flyer
- Framed Highlights and Happenings or prom campaign flyers
- Framed Preview Day flyers
- Preview Day street cards
- Photo prop supplies such as wigs, hats, logo stick props, costume stick props, etc.
- iPad or tablet
- iPad stand
- Other _____

Other

It is important to find creative ways to interact with high school students, whether it be the design team setting up a hair station at the prom or glitter-roots at a football game.

- Discuss what other opportunities you have to create a creative high school campaign.
- Work with your high school contacts and schedule accordingly.

Tracking Your Campaign

Tips for entering high school information into the school's CRM:

- Create a list of high schools you will work with.
- Enter all high schools into the school's CRM as accounts.
- Create a campaign for each high school using the **start date** of October 1 of the current year and a **stop date** of September 30 of the following year. Link the high school account to the campaign.
- Enter all counselors from each high school as contacts and link to their high school account.

Guidelines for managing a high school campaign:

- Create **one** campaign per academic year per high school. Use the following date to manage leads: October 1 through September 30 of the following year.
- In the notes section, track each event at the specific high school to this campaign by recording information for each event, including the date, type of event, victories, and challenges from the event, and the number of leads generated at the event.
- Link each specific lead generated from the event to the campaign.

Note: All prospective Future Professionals from high school recruitment activities who are interested in more information should be directed to the high school landing page specific to your school. Leads submitted through this landing page will have the online source "High School Campaign."

HIGH SCHOOL OUTREACH PROGRAM

Notes:

Admissions Telephone Training Guide

When contacting prospective Future Professionals, it is helpful to have a guide to the conversation. Customize this outline by being yourself and adapting to the needs of the prospect. Rehearse to perfect articulation. Work to learn the flow and practice, practice, practice. This will help you feel comfortable and confident.

Open: Introduction and Connection

Begin with introducing yourself and your school's name. Engage the prospect right away by asking a question. Be prepared to customize your response based on the prospect response to your question. At this time, you can ask how the prospect heard about your program and record it in the school's CRM.

Body: Discovery and Engagement

Ask enough open-ended questions to get to know prospective students and provide the information they are seeking. Intentionally listen and use follow-up questions when necessary. In most calls, Admissions Leaders should talk about 30 percent of the time and listen about 70 percent of the time.

Sample Open-Ended Questions

- How did you hear about our program?
- What interests you in (program name)?
- Have you had the opportunity to visit our campus?
- Have you had the opportunity to visit our website?
- When are you hoping to start school?
- Are you interested in taking a tour of our campus?

Body: Inform and Prepare

It is important to inform prospective students without influencing their decisions. Provide clear and factual answers so they will feel comfortable in their choice to progress in the enrollment process. Ensure that you answer all the prospective students' questions, including the following:

- Programs offered
- Culture and curriculum
- Schedule options
- Tuition costs
- Financial services contact information for funding options
- Career assistance services available
- School tour and financial services meet and greet overview
- Options for scheduling a tour
- Invite support team
- Email the School Catalog, Financial Aid Guide, and Student Consumer Information Table
- Application process and admissions requirements

Close: No campus visit scheduled

End the conversation by sharing your enthusiasm for supporting the prospect in the future and confirm when you will follow up.

Add notes and a follow-up task in the school CRM.

Close: Schedule the campus visit

Confirm you will be sending information to prepare the prospect for the visit and end the conversation by sharing your enthusiasm for meeting the prospect in person.

Send the school tour confirmation email, which includes a copy of the School Catalog, Financial Aid Guide, and Student Consumer Information Table. Add notes and schedule an appointment reminder task in the CRM.

Close: Virtual Visit Option

Offer to use Facetime, Zoom, or another video call service to complete a virtual visit. Confirm you will be including a financial services meet and greet during the video call. End the conversation by sharing your enthusiasm for the video call with the prospect.

Send the school tour confirmation email, including instructions on how to join the virtual meeting. Add notes and schedule an appointment reminder task in the CRM.

Admissions Telephone Skills Feedback Form

Admissions Leader: _____ Date: _____

Prospect Name: _____ Walk-In/Scheduled Tour: _____

Performance Rating Key

- ① Exceeds Expectations
- ② Meets Expectations
- ③ Needs Improvement

Open: Connect	Comments and Recommendations	Rating
<input type="checkbox"/> Compelling introduction		
<input type="checkbox"/> Referral type		
Body: Discovery and Engagement	Comments and Recommendations	Rating
<input type="checkbox"/> Open-ended questions		
<input type="checkbox"/> Follow-up questions		
<input type="checkbox"/> Discovered referral type		
Body: Inform and Prepare	Comments and Recommendations	Rating
<input type="checkbox"/> Program and schedule options		
<input type="checkbox"/> Tuition costs, complete fee schedule, and financial services contact information		
<input type="checkbox"/> School tour overview and scheduling options		
<input type="checkbox"/> Shared the School Catalog, Financial Aid Guide, and Student Consumer Information Guide		
<input type="checkbox"/> Application process and admissions requirements		

Close: Appointment Setting	Comments and Recommendations	Rating
<input type="checkbox"/> Scheduled appointment		
<input type="checkbox"/> Sent confirmation email		
<input type="checkbox"/> Invited support team		
Communication Skills	Comments and Recommendations	Rating
<input type="checkbox"/> Product knowledge		
<input type="checkbox"/> Verbal skills		
<input type="checkbox"/> Professionalism		
<input type="checkbox"/> Engagement and rapport		
School CRM	Comments and Recommendations	Rating
<input type="checkbox"/> Notes entered		
<input type="checkbox"/> Tour scheduled		
<input type="checkbox"/> Tasks scheduled		

Feedback summary, additional notes, and action steps:

Follow-up date:

Admissions Telephone Skills Feedback Form How-to

Objective:

The objective of the Admissions Telephone Skills Feedback Form is to assist School Directors and admissions team members in inspecting, coaching, and mentoring team member telephone communication and customer service skills and performance. The focus is on both the mechanics of the Admissions Telephone Training and the mindset of the admissions team member.

What is the form?

The form is used during initial telephone system training, ongoing skill development, dress rehearsal, self-inspection, and performance reviews. The goal is to empower admissions team members to be authentic, to customize the system to the needs of the prospect, and to confidently follow the flow of the Admissions Telephone Training Guide.

How is the form used?

The School Director or a peer mentor uses the form during observation of lead follow-up calls and during team member dress rehearsal. He/she then facilitates a discussion by asking questions that:

- Identify what is working and provide recognition.
- Confirm all required information was shared and presented accurately.
- Identify areas of improvement.
- Promote self-discovery.
- Share specific feedback.
- Set goals and expectations for improvement.
- Develop a follow-up and action plan.

The School Director or peer mentor may provide mentorship by answering questions, demonstrating use of the Admissions Telephone Training Guide, and/or providing resources for skill development.

File the form in the employee permanent files and the team member career portfolio and training binder.

Sample questions for feedback discussions:

How do you feel about that call?

Tell me what you were thinking when you responded to . . . (specific moment of the conversation)?

What did you do well?

How can you improve?

How did you make a connection?

What kept them from scheduling a tour appointment?

What will you record in the CRM?

How will you start a face-to-face conversation?

What type of training or exercises can help further develop your skills?

Can I share my observations?

LEAD COMMUNICATION

Notes:

School Tour Feedback Form

Admissions Leader: _____ Date: _____

Prospect Name: _____ Walk-In/Scheduled Tour: _____

Performance Rating Key

- ① Exceeds Expectations
- ② Meets Expectations
- ③ Needs Improvement

Service Desk Welcome	Comments	Rating
<input type="checkbox"/> Warm greeting		
<input type="checkbox"/> Immediately located admissions		
<input type="checkbox"/> Exceptional customer service		
<input type="checkbox"/> Walk-in tour RFI Form		
Welcome	Comments	Rating
<input type="checkbox"/> Greeted prospect by name		
<input type="checkbox"/> Engagement question		
<input type="checkbox"/> Session overview		
Connect	Comments	Rating
<input type="checkbox"/> Referred to previous conversations (when applicable)		
<input type="checkbox"/> Rapport		
Assess	Comments	Rating
<input type="checkbox"/> Encouraged questions		
<input type="checkbox"/> Engaged the support team		
<input type="checkbox"/> Actively listened		
<input type="checkbox"/> Answered questions honestly		

Inform	Comments	Rating
<input type="checkbox"/> Referenced the school catalog to answer questions		
<input type="checkbox"/> Shared specific program information such as schedule options, start dates, tuition and fees, accreditation, attendance expectations, and enrollment steps		
<input type="checkbox"/> Explored the student kit by letting the prospect see and touch the kit items		
<input type="checkbox"/> Used the tablet to discover Paul Mitchell The School apps, learning perks, Plugged In, and other course materials		
<input type="checkbox"/> Discussed career services		
<input type="checkbox"/> Provided an overview of the school's curriculum for Core, Protégé, Adaptive, Creative, and Phase Two		
<input type="checkbox"/> Encouraged the prospect to talk through open-ended questions		
Tour	Comments	Rating
<input type="checkbox"/> Encouraged and led interaction with Future Professional and school team members		
<input type="checkbox"/> Customized the tour experience to the needs and interests of the prospect		
<input type="checkbox"/> Customized the school teams and events to the interest of the prospect		
<input type="checkbox"/> Shared culture systems		
Financial Services Transition	Comments	Rating
<input type="checkbox"/> Admissions Leader made a smooth transition to financial services		
<input type="checkbox"/> Financial Services Leader made a smooth transition to Admissions Leader		

Complete	Comments	Rating
<input type="checkbox"/> Summarized appointment discovery		
<input type="checkbox"/> Invitation to apply		
<input type="checkbox"/> Scheduled next appointment or follow-up date		
Communication Skills	Comments	Rating
<input type="checkbox"/> Product knowledge		
<input type="checkbox"/> Verbal skills		
<input type="checkbox"/> Professionalism		
<input type="checkbox"/> Engagement and rapport		
<input type="checkbox"/> Control (format flow)		
School CRM	Comments	Rating
<input type="checkbox"/> Lead information		
<input type="checkbox"/> Appointment notes		
<input type="checkbox"/> Follow-up tasks		
Compliance	Comments	Rating
<input type="checkbox"/> Shared accurate and up-to-date information		
<input type="checkbox"/> Information shared to inform not influence		

Feedback summary, additional notes, and action steps:

Follow-up date:

School Tour Feedback Form How-to

Objective:

The objective of the School Tour Feedback Form is to assist School Directors and admissions team members in inspecting, coaching, and mentoring team member communication skills and performance during school tours. The focus is on both the process of the school tour and the ability of the admissions team members to build rapport, educate, and remain compliant.

What is the form?

The form is used during initial training, ongoing skill development, dress rehearsal, self-inspection, and performance reviews. The goal is to empower admissions team members to be authentic, customize the system to the needs of the prospect, and confidently lead the school tour.

How is the form used?

The School Director or a peer mentor uses the form during observation of the school tour and during team member dress rehearsal. The School Director then facilitates a discussion by asking questions that:

- Identify what is working and provide recognition.
- Identify areas of improvement.
- Promote self-discovery.
- Share specific feedback.
- Set goals and expectations for improvement.
- Develop a follow-up and action plan.

File the form in the employee permanent files and the team member career portfolio and training binder.

Sample questions for feedback discussions:

How do you feel about the appointment?

Tell me what you were thinking when you responded to . . . (specific moment of the conversation)?

What did you do well?

How can you improve?

How did you make a personal connection?

What kept you from setting the next appointment?

What will you record in the CRM?

How can I support you?

Can I share my observations?

SCHOOL TOUR

Notes:

TINA BLACK

Notes:

PAUL MITCHELL®

schools

ADMISSIONS TRAINING

Day Two

ADMISSIONS APPLICATION

Notes:

High School Validity and Verification Policy

POLICY AND PROCEDURE

A. PURPOSE

The purpose of this policy is to establish the parameters for validity of a high school diploma or equivalency for prospective students to meet the enrollment requirements and financial aid eligibility. In addition, for an institution to be Title IV eligible, the institution must admit as regular students only those with a high school diploma, recognized equivalency, and/or those who are beyond the age of compulsory school attendance in the state where the institution is located.¹

Under HEA Sec. 484(d) 34 CFR 668.32(e)², *to receive FSA funds, a student must be qualified to study at the postsecondary level. A student qualifies if he/she:*

- i. *has a high school diploma (this can be from a foreign school if it is equivalent to a US high school diploma);*
- ii. *has the recognized equivalent of a high school diploma, such as a general educational development (GED) certificate or other state-sanctioned test or diploma-equivalency certificate;*
- iii. *has completed homeschooling at the secondary level as defined by state law; or*
- iv. *has completed secondary school education in a homeschool setting that qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require a homeschooled student to receive a credential for the education.*

B. POLICY

Paul Mitchell The School considers a high school diploma or GED certificate valid if granted by a high school or agency/program accredited or recognized by the US Department of Education. General Educational Development (GED) completion programs are considered valid only if they are recognized by a state department of education or a national or regional accreditation agency.

Applicants who received their high school diploma in another country, including all US territories (American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the US Virgin Islands), are required to submit their official high school transcripts to a foreign credentialing evaluation service. The prospective student's evaluation must be received by the PMTS admissions office before the student can be fully admitted at the school. The evaluation should be completed by an evaluation agency approved by the National Association of Credential Evaluation Services (www.naces.org/members).

Paul Mitchell The School will not accept a high school diploma from a school that is considered a "diploma mill." The US Department of Education defines a "diploma mill" school³ as an entity that:

- a) offers degrees, diplomas, or certificates for a fee that may be used to represent to the general public that the individual possessing such a degree, diploma, or certificate has completed a program of postsecondary education or training;
- b) requires such individual to complete little or no education or coursework to obtain such degree, diploma, or certificate; and
- c) lacks accreditation by an accrediting agency or association that is recognized as an accrediting agency or association of institutions of higher education (as such term is defined in section 102) by—
 - i. the secretary pursuant to subpart 2 of part H of Title IV; or
 - ii. a federal agency, state government, or other organization or association that recognizes accrediting agencies or associations.

¹DEPARTMENT OF EDUCATION, 1 FEDERAL STUDENT AID HANDBOOK 1-8 (2022–23); 34 CFR 668.32(e)

²DEPARTMENT OF EDUCATION, 1 FEDERAL STUDENT AID HANDBOOK 1-8 (2022–23); 34 CFR 668.32(e)

³DEPARTMENT OF EDUCATION, 1 FEDERAL STUDENT AID HANDBOOK 1- 9, (2022–23);

Any high school that meets the above definition for a diploma mill will not be recognized as a valid high school for admissions or Title IV aid purposes. Note that merely possessing a certificate of attendance and/or high school completion is not sufficient for a student to be Title IV aid eligible.

Under 34 CFR 600.2 and guidance from the Department of Education⁴, Paul Mitchell The School recognizes the following as equivalent of a high school diploma:

- i. An official GED certificate
- ii. A certificate or other official completion documentation demonstrating that the student has passed a state-authorized examination, such as HiSet, Test Assessing Secondary Completion (TASC), or the California High School Proficiency Exam
- iii. An associate's degree
- iv. Successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution
- v. Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program

C. PROCEDURE

- i. The Enrollment Advisor/High School Verification Specialist will request a physical copy of the prospective student's high school diploma or official transcripts.
- ii. A student's self-certification is not sufficient to validate a high school diploma.
- iii. The Enrollment Advisor/High School Verification Specialist will **review** the high school diploma and validate the document by determining that the diploma is obtained by one of the approved and recognized national or regional agencies.

Accrediting Agencies Recognized by the US Department of Education

National Accrediting Agencies

Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (North America Division)
Association of Christian Schools International (ACSI)
Association of Christian Teachers and Schools Assembly of God (ACTS)
American Association of Christian Schools (AACS)
Christian Schools International (CSI)
Distance Education Accrediting Commission (DEAC)
International Christian Accrediting Association
Montessori School Accreditation Commission
National Association of Independent Schools (NAIS)
National Christian School Association
National Independent Private Schools Association
National Lutheran School Accreditation (NLSA)
Wisconsin Evangelical Lutheran Synod School Accreditation (WELSSA)

Regional Accrediting Associations

Middle States Association Commissions on Elementary and Secondary Schools
New England Association of Schools and Colleges (NEAS&C)
Higher Learning Commission (HLC) (formally North Central Association of Colleges and Schools)
Southern Association of Colleges and Schools Commission on Colleges
Western Association of Schools and Colleges (WASC)

⁴DEPARTMENT OF EDUCATION, 1 FEDERAL STUDENT AID HANDBOOK 1- 10, (2022–23); 34 CFR 600.2

Regional Associations of Independent Schools

Association of Independent Schools of New England
Independent Schools Association of the Central States
Independent Schools Association of the Southwest
Pacific Northwest Association of Independent Schools
Southern Association of Independent Schools

- iv. If the school has any reason to believe that the diploma is not valid, it must complete a two-step validity process [34 CFR 668.16(p)]:
 - 1. Check with the high school to confirm the validity of the student's diploma.
 - 2. Confirm with the relevant department or agency in the state in which the secondary school is located that the secondary school is recognized as a provider of secondary school education. Student completes Parchment request or submits copy of high school diploma or equivalent.
- v. If the Enrollment Advisor/High School Verification Specialist cannot determine validity of the high school diploma, the student will not be accepted to the program.

Homeschooling Requirement

Students must meet homeschooling requirements as defined by the state. If the state does not provide a certified homeschooling credential, the student must submit the following:

- i. A signed affidavit of completion (notarized letter) submitted by the student's parent attesting that the student has completed a home education program pursuant to the requirements of the state.
- ii. A photo ID of the person completing the affidavit and documentation.
- iii. Supporting documentation as required by the state, as provided in the State Homeschooling Requirements resource document.

Review

- i. The Enrollment Advisor/High School Verification Specialist will review the high school diploma to identify a student match and accredited agency from which the document was awarded.
- ii. The Enrollment Advisor/High School Verification Specialist will sign and date the copy of the high school diploma.
- iii. The high school diploma will be uploaded to the student's academic record as part of the enrollment documentation.
- iv. If a proof of graduation document cannot be validated, the prospective student will be notified and advised on the requirements for valid proof of graduation.
- v. The prospective student's application will not be approved until valid proof of high school graduation or equivalency is obtained.

D. RELATED DOCUMENTS AND FORMS

- i. High School Verification Checklist
- ii. Homeschooling Requirements by State Resource
- iii. State Licensing Agencies Resource Links

High School Validity and Verification Checklist

This form must be completed during the admissions process for all prospective students prior to the student acceptance.

Prospective Student Name: _____ Date: _____

Admissions Advisor Name: _____

PMTS Location: _____

Document Provided by Student: _____

High School Diploma ☐ Original ☐ Copy

Name of High School: _____

City, State: _____

Graduation Date on Document: _____

Name of Public School District: _____

If Not a Public School, Accredited by: _____

- ☐ National Accrediting Agency
- ☐ Regional Accrediting Association
- ☐ Regional Associations of Independent Schools

GED/HiSET

☐ GED ☐ HiSET

Requested from:

- ☐ [https://ged.com/life after ged/](https://ged.com/life_after_ged/)
- ☐ <https://hiset.org/>

Official Transcripts Requested Date: _____

Transcripts Received Date: _____

Confirmed: ☐ Pass ☐ Fail ☐ Unavailable

Homeschooling

Documentation must include ALL of the following:

- ☐ A signed affidavit of completion of a home education program from a parent or such documentation presented and approved by the Board of Education from the state of residence.
- ☐ A photo ID of the parent/guardian/person completing the affidavit and documentation of completion.
- ☐ Supporting documentation as required by the state to meet exception, continued education, and any high school graduation equivalency requirements. **To check state requirements for acceptable standards, [click here](#).**

College Transcripts/Associate's Degree

Degree/transcripts must show completion of an associate's degree **or** successful completion of at least a two-year college-level program that is acceptable for full credit toward a bachelor's degree.

- ☐ Associate's/bachelor's degree
- ☐ Original official transcripts, which show successful completion of at least a two-year college-level program (meaning completion of at least 60 semester or trimester credit hours **or** 72 quarter credit hours that did not result in the awarding of an associate's degree, **but are acceptable for full credit toward a bachelor's degree**)

Foreign Diploma

The prospective student's evaluation must be received by the PMTS admissions office before the student can be fully admitted at the school.

- i. The evaluation should be completed by an evaluation agency approved by the National Association of Credential Evaluation Services (www.naces.org/members).**

- ☐ Evaluation Agency: _____
- ☐ Document Translated

ii. Confirmed

- | | |
|--|---|
| <input type="checkbox"/> Equivalent to high school | <input type="checkbox"/> Not equivalent to high school |
| <input type="checkbox"/> Equivalent to bachelor's degree | <input type="checkbox"/> Equivalent to associate's degree |

ii. English Proficiency Test Results

(For waiver of English proficiency requirement, please see English proficiency policy.)

- ☐ No ☐ Yes Test score: _____

- ☐ Student qualified for a waiver as documented on transcripts.

To be completed by school official who verified and validated all proof of graduation documents.

Reviewed by Name: _____

Reviewed by Signature: _____

Date: _____

Pre-enrollment Proof of Identity Policy

Applicants are required to provide proof of identification as part of the application for admission process. The school will maintain a copy of the identification presented as part of the student's admission file.

Acceptable forms of photo ID include:

- Government-issued driver's license
- Government-issued non-driver's ID card
- Government-issued passport
- National identification card (Consular Card, Permanent Resident Card, Immigrant Visa Card, Employment Authorization Card)
- Tribal photo ID (no photocopies accepted)
- Government-issued military ID:
 - The Veteran Health Identification Card (VHIC)
 - Veteran Identification Card (VIC)
 - Personal Identity Verification Card (PIV)

****Photocopying of military identification cards for the purpose of receiving federal benefits other than military-related benefits is not authorized and is therefore unacceptable proof of identification. For this reason, any other form of military ID cards is unacceptable.***

Photo IDs must:

- include applicant's full name;
- include photograph of the applicant;
- be an original document;
- be current and valid (expired documents are not acceptable); and
- match the name used in the application. If name has changed, supporting documentation including but not limited to marriage certificate, court approval documentation, or related documents are required.

State Licensing Agencies Resource Links

Updated January 26, 2023

To assist with the validation process to meet proof of graduation requirements listed in the High School Verification and Validity Policy, the following list provides state licensing agencies that approve public and private schools in each state.

This list serves only as a resource to find the schools and the associated accreditation information about a school.

Simply being listed on any such site does not validate or automatically approve any school other than public schools to meet accreditation requirements.

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

It may be necessary to copy and paste the links directly into a web browser.

Note: Over time, links may change or become outdated. If you discover that a link is outdated or no longer valid, please email Christiane Lopez, Sr. Regulatory Compliance Specialist at christianel@paulmitchell.edu.

Alabama

Public and charter school directories (no password is needed): <https://www.alabamaachieves.org/alabama-public-and-private-school-listing/>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Alaska

Public school directory: https://education.alaska.gov/alaskan_schools/public/districtandschoolids.pdf

Charter school directory: https://education.alaska.gov/alaskan_schools/Charter/

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Arizona

Public school directory: <https://azreportcards.azed.gov/schools>

Charter school directory: <http://www.ade.az.gov/charterschools/search/>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Arkansas

Public school directory (select public school or charter school): <https://adedata.arkansas.gov/statewide/ReportList/State/SchoolList.aspx>

Charter school directory:
<https://adedata.arkansas.gov/statewide/ReportList/Schools/CharterSchools.aspx>

Private school directory:
<https://adedata.arkansas.gov/statewide/ReportList/Schools/PrivateSchools.aspx?page=3>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

California

Public school directory: <http://www.cde.ca.gov/ds/si/ds/pubschls.asp>

Charter school directory: <http://www.cde.ca.gov/ds/si/cs/ap/rpt.asp?s=2>

Private school directory:

<https://www.cde.ca.gov/SchoolDirectory/active-or-pending-schools/2>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Colorado

Public and charter school directories: <http://www.cde.state.co.us/cdegen/educationdirectory>

Private school directory:

https://www.cde.state.co.us/choice/nonpublic_resources

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Connecticut

Public, magnet, and charter school directories: <https://data.ct.gov/Education/Education-Directory/9k2y-kqxn/data>

Private school directory:

<https://portal.ct.gov/SDE/Legal/Private-Schools>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Delaware

Public school directory: <https://reportcard.doe.k12.de.us/detail.html#listofschoolspage>

Private school directory (beginning on page 12 of the Nonpublic Schools Report):

<http://www.doe.k12.de.us/Page/1831>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

District of Columbia

Public school directory: <http://profiles.dcps.dc.gov/>

Charter school directory: <https://dcpcsb.org/compare-schools>

Private school directory: <https://osse.dc.gov/publication/osse-approved-nonpublic-schools-and-programs-list>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Florida

Public and charter school directories: https://web03.fldoe.org/Schools/schoolmap_text.asp

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Georgia

Public school directory (select the “Contact” drop-down menu and then select “Public Schools”):

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Charter school directory:

<http://archives.gadoe.org/ReportingFW.aspx?PageReq=211&PID=61&PTID=67&CTID=217&SchoolId=ALL&T=0>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Hawaii

Public school directory:

<http://www.hawaiipublicschools.org/ParentsAndStudents/EnrollingInSchool/SchoolFinder/Pages/home.aspx>

Charter school directory: <http://www.hawaiipublicschools.org/TeachingAndLearning/EducationInnovation/CharterSchools/Pages/home.aspx>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Idaho

Public and charter school directory: <http://www.sde.idaho.gov/ed-directory.html>

Private school directory:

<https://www.sde.idaho.gov/school-choice/private/>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Illinois

Public, charter, and private school directory: <https://www.isbe.net/Pages/Data-Analysis-Directories.aspx>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Indiana

Public school directory: <http://compass.doe.in.gov/dashboard/overview.aspx>

Private school directory: <http://compass.doe.in.gov/dashboard/overview.aspx>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Note: *Indiana does not have charter schools.*

Iowa

Public school directory:

<https://educateiowa.gov/documents/directories/2022/08/2022-23-iowa-public-school-district-directory>

Charter school directory: https://www.educateiowa.gov/pk-12/options-educational-choice/charter-schools#Authorized_Charter_Schools

Private school directory:

<https://educateiowa.gov/documents/directories/2022/08/2022-23-iowa-non-public-school-building-directory>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Kansas

Public school directory: <https://www.ksde.org/Home/Quick-Links/Directories/Kansas-Educational-Directory>

Charter school directory: <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Graduation-and-Schools-of-Choice/Charter-Schools>

Private school directory: <https://www.ksde.org/Portals/0/Directories/2022-2023/Private-Accredited-K-12-Organizations.pdf?ver=2022-11-03-094402-903>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Kentucky

Public school directory: <https://openhouse.education.ky.gov/Directory>

Private school directory: <https://education.ky.gov/federal/fed/Pages/Non-Public-Schools.aspx>

Note: Kentucky does not have charter schools.

Louisiana

Public and charter school directories: <http://www.louisianabelieves.com/resources/library/technology-footprint>

Charter and nonpublic school directory:

<http://www.louisianabelieves.com/resources/library/school-choice> (navigate to the eligible public school list)

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Maine

Public and private school directory: <https://www.maine.gov/doe/schools/schooling>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Note: Maine does not have charter schools.

Maryland

Public and charter school directory (scroll down the page to the list of schools by county):

<http://www.marylandpublicschools.org/about/Pages/directory.aspx>

Private school directory: http://nonpublicschoolsdb.marylandpublicschools.org/nonpublic/home_instruction/DisplayLocationsByCounty.asp

Massachusetts

Public and charter school directory: <http://profiles.doe.mass.edu/search/search.aspx?leftNavId=11238>

Private school directory: <http://profiles.doe.mass.edu/search/search.aspx?leftNavId=11238>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Michigan

Public and charter school directory (select state school): <http://michigan.educationbug.org/public-schools/>

Private school directory (select nonpublic school): <http://michigan.educationbug.org/private-schools/>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Minnesota

Public school directory: <https://education.mn.gov/MDE/Search/index.htm?query=public+school+list&searchbutton=Search&v%3Asources=mn-mde-live&qp=mn-mde-live>

Charter school directory: <https://education.mn.gov/MDE/fam/cs/>

Private school directory: <https://education.mn.gov/MDE/fam/nphs/>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Mississippi

Public school directory (select the appropriate school district): <https://www.mdek12.org/dd>

Charter school directory: <http://www.charterschoolboard.ms.gov/Pages/Authorized-Charter-Schools.aspx>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Missouri

Public and charter school directory: <https://dese.mo.gov/directory>

Charter school directory: <https://dese.mo.gov/quality-schools/charter-schools>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Montana

Public and private school directory: <http://opi.mt.gov/SchoolDirectory>

Note: Montana does not have charter schools.

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Nebraska

Public school directory: <http://educdirsrc.education.ne.gov/>

Nonpublic school directory: <http://educdirsrc.education.ne.gov/QuickDisplay.aspx?code=npda&sort=name>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Note: Nebraska does not have charter schools.

Nevada

Public and charter school directory: https://doe.nv.gov/Schools_Districts/

Charter school listing: <https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/ForParents/220218-Southern-SPCSA-School-List.pdf>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

New Hampshire

Public and charter school directory:
<https://my.doe.nh.gov/Profiles/PublicReports/PublicReports.aspx?ReportName=HighSchoolTowns>

Charter school directory: <https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/bureau-of-educational-opportunities/charter-schools/approved-public-charter-schools>

Private/nonpublic school directory (“nonpublic schools” and “private schools” are used interchangeably in New Hampshire statutes and administrative rules):

<https://www.education.nh.gov/pathways-education/private-schools>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

New Jersey

Public and private school directory: <https://homeroom5.doe.state.nj.us/directory/>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

New Mexico

Public school directory: <https://webed.ped.state.nm.us/sites/schooldirectory/SitePages/Home.aspx>

Charter school directory: <https://webnew.ped.state.nm.us/bureaus/constituent-services/school-directory/>

Nonpublic school directory:

<https://webnew.ped.state.nm.us/wp-content/uploads/2019/03/Non-public-schools-directory.pdf>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

New York

Public, charter, and private school directories (select public, charter, and nonpublic schools):

<http://www.p12.nysed.gov/irs/schoolDirectory/>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

North Carolina

Public and charter school directory: <http://www.ncpublicschools.org/nceddirectory/>

Private school directory: <http://ncadmin.nc.gov/citizens/private-school/nc-directory-private-schools>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

North Dakota

Public and private school directory: <https://www.nd.gov/dpi/data>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Note: *North Dakota does not have charter schools.*

Ohio

Public, charter, and private school directory: <http://education.ohio.gov/Topics/Data/Ohio-Educational-Directory-System-OEDS/Ohio-Educational-Directory-Data>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Oklahoma

Public and private school directory: <http://sde.ok.gov/sde/state-school-directory>

Charter school directory: <http://sde.ok.gov/sde/current-charter>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Oregon

Public school directory: <https://www.oregon.gov/ode/schools-and-districts/Pages/Institution-Identification-School-Names.aspx>

Charter school directory: <https://www.oregon.gov/ode/learning-options/schooltypes/charter/Pages/default.aspx>

Private school directory: <https://www.oregon.gov/ode/learning-options/schooltypes/private/Pages/default.aspx>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Pennsylvania

Public, charter, and private school directories:

<https://www.education.pa.gov/Pages/Education-Directory-and-Maps.aspx>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Rhode Island

Public, charter, and private school directories:

http://www2.ride.ri.gov/Applications/MasterDirectory/Organization_List.aspx

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

South Carolina

Public, charter, and private school directories: <http://ed.sc.gov/districts-schools/schools/school-directory/>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

South Dakota

Public and private school directories: <https://doe.sd.gov/ofm/edudir.aspx>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Note: *South Dakota does not have charter schools.*

Tennessee

Public and private school directories: <https://k-12.education.tn.gov/sde/>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Texas

Public and charter school directory:

<https://tea.texas.gov/texas-schools/general-information/finding-a-school-for-your-child/finding-a-school>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Utah

Public, charter, and private school directories: <https://www.schools.utah.gov/schoolsdirectory>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Vermont

Public school directory: <http://education.vermont.gov/vermont-schools/school-operations#school-directories>

Private school directory: <https://education.vermont.gov/documents/independent-schools-directory>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Note: *Vermont does not have charter schools.*

Virginia

Public school directory: <http://www.va-doeapp.com/PublicSchoolsAlphabetical.aspx?w=true>

Charter school directory:

<https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/charter-schools>

Private school directory: <https://www.doe.virginia.gov/parents-students/for-parents/private-schools>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Washington

Public, charter, and private school directory:

<https://www.k12.wa.us/about-ospi/about-school-districts/websites-and-contact-info>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

West Virginia

Public, charter, and private school directories: http://wvde.state.wv.us/ed_directory/

Nonpublic school listing:

<https://wvde.us/nonpublic-school-information/accredited-and-registered-non-public-schools/>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Wisconsin

Public and private school directory: <https://apps6.dpi.wi.gov/SchDirPublic/home>

Charter school directory: <http://dpi.wi.gov/sms/charter-schools/current>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Wyoming

Public school directory: <https://edu.wyoming.gov/communications/school-links/>

Private schools must meet accreditation requirements as per the High School Verification and Validity Policy.

Note: *Wyoming does not have charter schools.*

Homeschooling Requirements by State

In general, irrespective of state, we require the following documentation:

- I. A signed affidavit of completion of a home education program from a parent or such documentation presented and approved by the Board of Education from the state of residence.
- II. A photo ID of the parent/guardian/person completing the affidavit and documentation of completion.
- III. Supporting documentation as required by the state to meet exception, continued education, and any high school graduation equivalency requirements (listed below).

State Specific Requirements of Supporting Documentation

Alabama

- I. Homeschooling via church school
 - a. Copy of enrollment form sent from the local school district signed by the parent and the administrator of the church school
 - b. Copy of transcript
- II. Homeschooling via private/nonpublic school
 - a. Copy of enrollment form from the state department of education sent to the local superintendent of education; must include the name, address, and age of the student enrolled
 - b. Copy of transcript
- III. Homeschooling with a private tutor
 - a. Copy of private tutor being certified by the state of Alabama
 - b. Transcript showing completion in the subjects required in public school:
 - English, math, science, social studies, physical education, and health

In addition, transcript must show student attended for at least 3 hours a day for 140 days each calendar year between the hours of 8 a.m. and 4 p.m.

Alaska

- I. Homeschooling under the homeschool statute
 - a. Copy of parent-issued high school diploma or certified school transcript
- II. Homeschooling with a private tutor
 - a. Proof of graduation from an Alaska-certified teacher
 - b. Official transcript showing student received academic education comparable to that offered by the public schools in the area, including:
 - English, health, mathematics, physical education, science, social studies, and electives
- III. Homeschooling with school board approval
 - a. A copy of the written request that was submitted to the principal or school administrator of the school that the student attends and a written excuse from school attendance
 - b. Transcript
- IV. Homeschooling as a religious private school
 - a. A copy of the Enrollment Reporting Form
 - b. A copy of the Exempt Religious and Other Private Schools Enrollment and School Calendar forms
 - c. Transcript
 - d. Copy of any reporting, recordkeeping, and testing

Arizona

- I. Copy of affidavit of intent
- II. Transcript showing student completed the required subjects:
 - Reading, grammar, mathematics, social studies, and science

Arkansas

- I. Copy of annual notice of intent filed with the county school superintendent
- II. Copy of a detailed transcript showing the courses student took and grades received

California

- I. Copy of annual filed affidavit to function as a private school
- II. If enrolled as a private school satellite program (PSP), copy of enrollment in a private school satellite homeschool program
- III. Copy of transcript showing subjects commonly taught in the public schools:
 - Math, science, health, social studies, language arts, physical education, and foreign language
- IV. If enrolled as a homeschool via instruction by a private tutor, proof that tutor was certified by the state of California for the grade levels taught

Colorado

- I. Copy of notice of intent sent to any Colorado school district in writing; proof of enrollment if enrolled in an independent school
- II. Copy of detailed transcript showing the following requirements:
 - a. Reading, writing, speaking, math, history, civics (including the Constitution and honor and use of the flag), literature, and science
- III. Proof showing student attended school for at least 172 days
- IV. Copy of a nationally standardized achievement test for grades 9 and 11; if student is evaluated rather than tested, a copy of the evaluation conducted by one of the following:
 - Colorado-certified teacher
 - Teacher employed by a private school
 - Licensed psychologist
 - Person with a graduate degree in education
- V. If student was taught via certified teacher, proof teacher was licensed/certified to teach

Connecticut

- I. Copy of notice of intent or proof of attending a portfolio review meeting if required
- II. A parent-issued diploma and a detailed transcript showing the following subjects:
 - A. Reading, writing, spelling, English grammar, geography, arithmetic, United States history, and citizenship, including a study of the town, state, and federal government

Delaware

- I. Copy of homeschooling being registered with the Delaware Department of Education
- II. Copy of annual enrollment reported at the beginning of the school year; this report must have been submitted to the Department of Education on forms prescribed by the department
- III. Copy of annual attendance at the end of the school year; this report must have been submitted to the Department of Education on forms prescribed by the department
- IV. Transcript showing classes taken by student and grades received
- V. If homeschooled via multi-family option, information of person who was appointed as liaison with the state's Department of Education

Florida

- I. Copy of notice of intent; if enrolled under an umbrella homeschool, copy of enrollment agreement
- II. Annual evaluations upon completion of program (9–12 only) by one of the following options:
 - a. Have education progress evaluated by a teacher holding a valid regular Florida teaching certificate and selected by the parent; the evaluation must include review of a portfolio and discussion with the student
 - b. Take any nationally normed student achievement test administered by a certified teacher
 - c. Take a state student assessment test used by the school district and administered by a certified teacher at a location and under testing conditions approved by the school district
 - d. Be evaluated by a Florida licensed psychologist or school psychologist
 - e. Be evaluated with any other valid measurement tool as mutually agreed upon

- III. Copy of letter of termination and annual evaluation upon completion of homeschool program
- IV. If enrolled via homeschool with a private tutor, copy of teacher's valid Florida certificate to teach the subjects or grades in which instruction was given
- V. Detailed transcript showing student was in attendance 180 days or equivalent

Georgia

- I. Annual declaration of intent for the period of high school (9–12 only) that was filed with the Georgia Department of Education
- II. Detailed transcript showing:
 - a. Student took the following subjects: reading, math, science, social studies, and language arts
 - b. Student received the equivalent of 180 days of education with each school day consisting of at least 4.5 hours of instruction; only exception is if student was physically unable to comply with this requirement
- III. A standardized achievement test approved by the State Board of Education administered according to protocol annually to the child by a qualified individual (9–12 only)

Hawaii

- I. Copy of notice of intent given to the principal of the public school the student would attend if he or she were enrolled in public school
- II. Transcript (there are no required subjects to be taught, but the curriculum must comply with the statute; examples of subjects include social studies, English, math, science, health, physical education, guidance)
- III. Copy of annual progress reports

Idaho

- I. Copy of notice of withdrawal if student attended public school prior to homeschool
- II. Proof student was taught subjects that are commonly taught in Idaho public schools, such as language arts, math, science, and social studies

Illinois

- I. Copy of notice of withdrawal if student attended public school prior to homeschool
- II. Transcript showing student took the following subjects in English:
 - Language arts, math, biological and physical science, social sciences, fine arts, physical education, and health

Indiana

- I. Copy of notice of withdrawal if student attended public school prior to homeschool
- II. Transcript showing the student was provided with instruction equivalent to that given in public schools in English with 180 days of instruction
- III. Copy of attendance records

Iowa

- I. Copy of notice of withdrawal if student attended public school prior to homeschool
- II. Copy of detailed transcript showing student was taught 148 days per year, 37 days per quarter, and took the following subjects:
 - Math, reading, language arts, science, and social studies
- III. Copy of annual assessment, if applicable

Kansas

- I. Copy of school registration as a non-accredited private school
- II. Copy of detailed transcript showing student was taught about the same period as the public school (usually 186 days) with similar courses as public school, such as:
 - Reading, English grammar and composition, geography, writing, arithmetic, spelling, civil government, US and Kansas history, duties of a citizen, health, and hygiene

Kentucky

- I. Copy of annual private school notice of attendance
- II. Copy of detailed transcript showing student was instructed in English in the following subjects:
 - Reading, writing, spelling, grammar, history, math, science, and civics in homeschool curriculum
- III. Copy of hours completed (must complete 1,062 hours of instruction done over at least 170 days)

Louisiana

- I. Copy of annual application filed with the Louisiana Department of Education certifying that an educational program provided is equal to that offered by the public school at same grade level; if homeschooled as a home-based private school, copy of notification of enrollment
- II. Copy of annual notice of attendance, if homeschooled as home-based private school
- III. Detailed transcript showing student took courses equal to what is taught in public school and subjects must be taught at the same grade level as in the public schools, including teaching the Declaration of Independence
- IV. Proof student attended school for 180 days each academic year

Maine

- I. Copy of the initial notice of intent that was sent to local superintendent
- II. Copy of withdrawal letter sent to the principal of the public school student would have attended, if applicable
- III. Copy of annual letter sent to superintendent with the following information:
 - Student's year-end assessment
 - Statement of intent to continue a student's home education
- IV. Copy of transcript showing completion of 175 days of instruction and completion of the following subjects:
 - a. English and language arts, math, science, social studies, physical and health education, library skills, fine art, Maine studies (in one grade between grades 6 and 12), computer proficiency (in one grade between grades 7 and 12)
- V. Copy of year-end assessment; this could be:
 - a. Standardized test report
 - b. Letter from a Maine-certified teacher who accepts the student's progress
 - c. Letter from a support group with a Maine-certified teacher who accepts the student's progress

Maryland

- I. Copy of annual notice of consent that was filed with the superintendent; if homeschooled under the church, church-exempt, or any other umbrella, copy of notice of consent
- II. Copy of transcript showing completion of the following courses:
 - Math, English, social studies, science, art, music, health, and physical education
- III. Copy of annual notice of enrollment

Massachusetts

- I. Copy of annual notice of intent
- II. Copy of transcript showing:
 - Spelling, reading, writing, English language and grammar, geography, arithmetic, drawing, music, United States history and Constitution, duties of citizenship, health (including CPR), physical education, and good behavior
- III. Copy of standardized tests or other means of evaluating the progress of the children that may be substituted for the formal testing process, such as periodic progress reports or dated work samples

Michigan

- I. Copy of letter of withdrawal, if applicable
- II. Copy of an organized program of instruction with required subjects:
 - Reading, spelling, math, science, history, civics, literature, writing, and English grammar
- III. Copy of annual nonpublic school attendance report, applicable only if homeschooling as a nonpublic school

Minnesota

- I. Copy of initial report filed with the local school superintendent
- II. Copy of letter of intent for subsequent year to continue homeschooling
- III. Copy of transcript showing completion of:
 - Reading, writing, literature, fine arts, math, science, history, geography, economics, government, citizenship, health, and physical education
- IV. Copy of standardized tests for high school unless homeschool signed up for a homeschool accrediting association

Mississippi

- I. Copy of withdrawal letter from current school, if applicable
- II. Copy of annual certificate of enrollment filed with the local school attendance officer

Missouri

- I. Copy of withdrawal letter form
- II. Copy of transcript showing completion of 1,000 hours of instruction every school term; 600 hours of the 1,000 hours of instruction must be among one or more of the following core subjects:
 - Reading, math, social studies, language arts, and science

Montana

- I. Copy of annual notice of intent filed to the county superintendent
- II. Copy of detailed transcript showing completion of 1,080 hours of instruction per school fiscal year in grades 4–12; transcript must also show completion of the following subjects:
 - English, language arts, math, social studies, science, health, arts, and career education

Nebraska

- I. Copy of annual parent/guardian form (Form A)
- II. Copy of Form B (appointing a parent representative)
- III. Copy of annual information summary
- IV. Copy of transcript showing completion of required subjects:
 - Math, science, special studies, health, and language arts
- V. Copy of statement that parent/guardian has affirmed understanding of compliance with vaccination requirements and exemption religious/medical reasons

Nevada

- I. Copy of letter of intent
- II. Copy of letter from the superintendent acknowledging the letter of intent
- III. A detailed transcript (9–12 only) showing:
 - English (including reading, composition, and writing), math, science, and social studies (including history, geography, economics, and government)

New Hampshire

- I. Copy of letter of intent filed at any participating agency (Commissioner of Education, a public school, or a nonpublic school)
- II. Copy of transcript showing completion of required subjects:
 - a. Science, math, language, government, history, health, reading, writing, spelling, history of the constitutions of New Hampshire and the United States, and exposure and appreciation of art and music
- III. Copy of annual evaluation; this can be:
 - a. A written evaluation by a certified teacher or current nonpublic schoolteacher
 - b. Copy of a national standardized student achievement test
 - c. Copy of a state student assessment test

- d. Copy of evaluation using any other valid measurement tool mutually agreed upon by the parent and the participating agency
- IV. If student graduated before the age of 18, copy of notification of completion of a homeschool program to the Department of Education

New Jersey

- I. Notice of withdrawal from current school, if applicable
- II. Copy of notice of intent
- III. Copy of transcript showing student received education academically equivalent to public school, such as:
 - Language arts (4 years); math (3 years); science (3 years); world history (1 year); civics and/or US and New Jersey history (2 years); health/safety/physical education (2.5 hours per weeks for 4 years); financial/economic or business/entrepreneurial (1 semester); visual or performing arts (1 year); foreign language (1 year); career/technical/vocational (1 year); technological literacy, such as civics, economics, geography, and global content (not as separate subjects, but integrated throughout)

New Mexico

- I. Copy of annual notice of intent sent to the New Mexico Public Education Department
- II. Proof that person providing instruction has a high school diploma or equivalent
- III. Copy of transcript showing student was homeschooled for 180 days and took the required subjects:
 - Math, science, language arts, social sciences, and reading

New York

- I. Copy of notice of intent sent to the district superintendent
- II. Copy of confirmation of Individualized Home Instruction Plan (IHIP) sent to district superintendent
- III. Copy of annual assessment of student's progress; this can be either:
 - I. Standardized achievement test
 - II. Written narrative evaluation
- IV. Transcript showing required subjects:
 - I. Math (2 credits); English (4 credits); social studies, including American history, participation in government, and economics (4 credits); science (2 credits); art or music (1 credit); health (1/2 credit); physical education (2 credits); and electives (3 credits)
- V. Copy of achievement test (grades 9–12)

North Carolina

- I. Copy of notice of intent filed with the state Division of Nonpublic Education (DNPE)
- II. Proof that person providing instruction has a high school diploma or equivalent
- III. Proof that homeschool operated on a regular schedule for at least 9 months each year, except for reasonable holidays and vacations
- IV. Copy of annual nationally standardized test or other nationally standardized equivalent measurement; must measure achievement in:
 - Math, reading, English grammar, and spelling

North Dakota

- I. Copy of annual notice of intent
- II. Proof that person providing instruction has a high school diploma or equivalent
- III. Proof student received at least 4 hours of instruction per school day for a minimum of 175 days each year
- IV. Copy of transcript showing completion of required high school subjects:
 - English language arts (includes literature, composition, and speech); mathematics; science (includes biology and chemistry or physical science); social studies (includes US history, civics, economics, and concepts of personal finance); physical education; and foreign languages or fine arts or career and technical education
- V. Copy of standardized achievement test or a nationally normed standardized achievement test, applicable to grades 4, 6, 8, and 10

Ohio

- I. Copy of annual notice of intent
- II. Proof of parent having a high school diploma or equivalent
- III. Copy of transcript showing student completed at least 900 hours of home education per school year and completion of required subjects:
 - Language, reading, spelling, writing, geography, history of the United States and Ohio, government, math, science, health, physical education, fine arts (including music), first aid, safety, and fire prevention
- IV. Copy of annual academic assessment report; this can be one of the following:
 - a. Nationally normed standardized achievement test
 - b. Evaluation of student's portfolio by an Ohio-certified teacher
 - c. Some other assessment mutually agreed upon by parent and superintendent

Oklahoma

- I. Copy of notice of intent
- II. Proof the homeschool program covered 180 days of instruction
- III. Copy of transcript showing completion of:
 - English, math, laboratory science, citizenship and history, fine arts or speech, and foreign language or computer technology

Oregon

- i. Copy of notice of intent sent to the Education Service District (ESD)
- ii. State Board of Education administered test results from grades 3, 5, 8, and 10

Pennsylvania

- I. Copy of annual notarized affidavit submitted to the local superintendent
- II. Proof of parent having a high school diploma or equivalent
- III. Transcript showing student high school graduation requirements were met:
 - 4 years of English, 3 years of math, 3 years of science, 3 years of social studies, and 2 years of art and humanities

Transcript must also show student was taught 180 days or 990 hours for grades 7–12 and completed the following subjects:

- a. English, which must include the four subjects below:
 - Language, literature, speech, and composition
 - b. Mathematics, which must include the three subjects below:
 - General mathematics, algebra, and geometry
 - c. Social studies, which must include the three subjects below:
 - Civics, history of the US and Pennsylvania, and world history
 - d. Health
 - e. Physical Education
 - f. Music
 - g. Art
 - h. Geography
 - i. Science
 - j. Safety education, which must include regular and continuous instruction in the dangers and prevention of fires
- IV. A completed evaluation for the 12th grade year by an approved evaluator and a co-signed diploma by that same evaluator
 - V. A standardized diploma form developed by the Pennsylvania Department of Education, if applicable

Rhode Island

- I. Copy of notice of intent
- II. Proof that student completed the same number of days taught in a public school (180 days)

- III. Copy of transcript showing completion of required subjects in English:
 - Reading, writing, geography, arithmetic, health, physical education, US history, Rhode Island history, and American government
- IV. Copy of standardized test scores, if applicable

South Carolina

- I. Copy of approval from local school district or copy of enrollment in the South Carolina Association of Independent Home Schools (SCAIHS) or another homeschool association
- II. Proof of parent having a high school diploma or GED
- III. Proof student completed instruction for 4.5 hours per day for 180 days per year and completed the required subjects:
 - a. Reading, math, social studies, writing, science, and composition literature (grade 7–12)
- IV. Copy of individualized assessments in each required subject area
- V. Copy of annual standardized tests

South Dakota

- I. Copy of standard notification form sent to either the state Department of Education or the local school district
- II. Proof student completed (at a minimum) instruction in the basic skills of language arts and math that led to a mastery of the English language

Tennessee

- I. Copy of notice of intent or copy of enrollment in a church-related school if enrolled in a church-related school
- II. Proof that parent/guardian has a high school diploma or GED (if student was enrolled in an independent homeschool)
- III. Proof student was taught 4 hours a day for 180 days every year
- IV. Copy of standardized test for grades 5, 7, and 9

Texas (homeschools operate as private schools)

- I. Transcript that shows the student was taught the required subjects:
 - Mathematics, reading, spelling and grammar, and good citizenship

Utah

- I. Copy of signed and notarized affidavit filed with the local school board
- II. Copy of annual excused certificate acknowledging homeschool from the school board
- III. Homeschoolers in Utah are not eligible to receive a high school diploma from the state; instead, students can complete the GED to receive a Utah high school completion diploma

Vermont

- I. Copy of annual home study enrollment submitted to the Vermont Secretary of Education
- II. Copy of Independent Professional Evidence Reporting Form (if student had not been previously enrolled in public school)
- III. Copy of acknowledgement of compliance from the Secretary of Education
- IV. Transcript of completion of required subjects:
 - Basic communication skills, including reading, writing, and the use of numbers; citizenship, history, and government in Vermont and the United States; physical education and comprehensive health education, including the effects of tobacco, alcoholic drinks, and drugs on the human system and on society; English, American, and other literature; natural sciences; and fine arts
- V. Copy of annual assessment
- VI. Parent can request a verification letter from the Agency of Education as proof that the student was enrolled in a home study program

Virginia

- I. Annual notice of intent for the period of high school (9–12 only) or copy of religious exemption application letter sent to the school board
- II. If homeschooled under religious exemption, copy of reply to religious exemption letter
- III. If student was homeschooled under home instruction option, proof that parent/guardian had one of the following:
 - a. High school diploma or higher degree
 - b. A valid Virginia teacher's license
 - c. Submitted a curriculum or program of student as part of the home instruction program
 - d. Evidence that parent/guardian was able to provide adequate education
- IV. A detailed transcript (9–12 only)
- V. Copies of annual student progress that were filed

Washington

- I. Annual notice of intent or copy of enrollment agreement if homeschooled with a private or denomination school
- II. Proof student completed 180 days or an average of 1,000 hours per year of instruction
- III. Transcript showing student completed the required subjects:
 - Occupational education, science, math, language, social studies, history, health, reading, writing, spelling, and the development of an appreciation of art and music
- IV. Copy of annual standardized achievement test approved by the State Board of Education

West Virginia

- I. Copy of notice of intent or approval from the local school board
- II. Proof that parent/guardian has a high school diploma or equivalent, if submitted notice of intent
- III. Transcript showing student received instruction in the required subjects:
 - Reading, language, mathematics, science, and social studies
- IV. Copy of annual student assessment which could be one of four options (grades 3, 5, 8, and 11):
 - a. Nationally normed standardized achievement test
 - b. Public school testing program
 - c. Assessment by a certified teacher
 - d. Some other assessment agreed upon between parent and the local superintendent

Wisconsin

- I. Copy of annual statement of enrollment (form PI-1206) filed with the Department of Public Instruction (DPI)
- II. Transcript showing completion of required subjects:
 - a. Reading, language arts, math, social studies, science, and health
- III. Proof of required hours of instruction: at least 875 hours every year

Wyoming

- I. Copy of letter of intent submitted to local school district
- II. Transcript showing completion of required subjects:
 - Reading, writing, mathematics, civics, history, literature, and science
- III. Annual submission of curriculum for home-based educational program
- IV. Certificate of completion from a homeschool under the auspices or control of a local church, denomination, or similar religious organization, if enrolled as a homeschool as a parochial, church, or religious school

Admissions Interview and Rubric

Part of the application process is performing an admissions interview with each applicant. This is not a personal interview, but rather an opportunity for your admissions team to evaluate each applicant's potential for educational success.

Use a minimum of five questions listed below to facilitate discussion that demonstrates the applicant's professionalism, communication, general attitude, and commitment.

Complete the Admissions Interview and Rubric for each prospective Future Professional to determine acceptance.

Interview Questions

- *Why did you choose Paul Mitchell The School?*
- *Tell me about your high school (or college, if the applicant has completed any post-secondary coursework).*
- *What's one thing you would change and one thing you value from your high school experience?*
- *What is one achievement you are still proud of today?*
- *What are three of your favorite things about yourself?*
- *What are three things you would like to improve on?*
- *What do you like doing in your free time? What are you interested in?*
- *Do you have any experience in volunteering? What social cause are you involved in or passionate about?*
- *What interests you most about a career in the beauty industry?*
- *What are your short- and long-term professional goals?*
- *How will you manage the change that attending school will create?*
- *Provide an example of something you have started and successfully completed.*
- *Who is someone you look up to and why?*

Interview Rubric

Applicant Name: _____ Date of Interview: _____

Indicator	① Does Not Meet Expectations	② Partially Meets Expectations	③ Meets Expectations	Rating
Professionalism	<p>The applicant's appearance does not portray a professional image.</p> <p>The applicant's demeanor is not always professional.</p> <p>The applicant's attendance, punctuality, and preparation are concerning.</p>	<p>The applicant's appearance usually portrays a professional image.</p> <p>The applicant's demeanor is usually professional.</p> <p>The applicant usually meets scheduled time/hour commitment and is prepared.</p>	<p>The applicant's appearance models a professional image.</p> <p>The applicant's demeanor models professionalism.</p> <p>The applicant meets scheduled time/hour commitment, arrives promptly, and is well-prepared.</p>	
Communication*	<p>The applicant's inadequate verbal communication skills are reflected in his/her speech quality, the degree of participation in the conversation, ability to ask and answer questions, and listening skills.</p>	<p>The applicant uses acceptable verbal communication skills, which are reflected in his/her speech quality, degree of participation in the conversation, ability to ask and answer questions, and listening skills.</p>	<p>The applicant models exceptional verbal communication skills, which are apparent in his/her speech quality, degree of participation in the conversation, ability to ask and answer questions, and listening skills.</p>	
Response to Interview Questions	<p>The applicant attempts to respond adequately to all questions, but without ease or accuracy.</p> <p>The applicant demonstrates little or no forethought and does not provide relevant answers to the evaluator's questions.</p>	<p>The applicant answers the evaluator's questions with appropriateness and some forethought.</p> <p>Overall, questions and answers are relevant and satisfactory.</p>	<p>The applicant's questions and answers are consistently thoughtful and logical.</p> <p>The applicant provides clear and concise answers to the evaluator's interview questions.</p>	
General Attitude	<p>The applicant provides little to no evidence that he/she is motivated and dedicated to participating in and completing the program.</p>	<p>The applicant communicates adequate motivation and dedication to participating in and completing the program.</p>	<p>The applicant communicates a strong interest, enthusiasm, and dedication to participating in and completing the program.</p>	
TOTAL INTERVIEW POINTS				

No applicant may be admitted unless a rating of at least eight points is obtained.

ADMISSIONS INTERVIEW

Notes:

Enrollment Agreement Signing Meeting

The Enrollment Agreement is a legal agreement signed between the student and the institution that specifies the conditions under which the school will provide instruction to the student, the policies of the school, all required disclosure information a student must have, and a breakdown of the costs a student must pay to enroll in a specific school program.

You must know all the information included in your Enrollment Agreement and any disclosures so you can accurately and confidently explain the documents and answer any questions.

Preparing for the Meeting

Once the student's financial packaging is complete, the Financial Services Leader notifies the Admissions Leader via email. The Admissions Leader will send the Enrollment Agreement Scheduling Letter to the student.

Use the Pre-enrollment Document Checklist to prepare the documents that will need to be signed including:

- **Enrollment Agreement**
- **Arbitration Agreement**
- **Student Biometric Information Privacy Policy**
- **Distance Education and Hybrid Program Disclosures** (if applicable)
- **Photo Release Form** (optional)
- **Any state-specific requirements**

Documents should be prepared before being sent to the student, so double-check that all information is entered correctly. Do not leave any blank spaces on the contract. If a portion of the agreement is not applicable for the student, place "N/A" in the space.

Once the appointment is scheduled, the Admissions Leader will send an appointment confirmation along with the Enrollment Agreement, School Catalog, Student Consumer Information Table, Drug Policy, and Campus Safety and Security Policy to review. These documents can be sent digitally or given in person. The student must receive the Enrollment Agreement a minimum of 24 hours prior to reviewing these documents before the appointment. The Enrollment Agreement can be completed in person or digitally through your school's electronic document system. For virtual meetings, include information on how to access the virtual platform.

Note: Any student who is a minor will need to have a parent or legal guardian attend the Enrollment Agreement signing appointment. (Any parent or guardian signing the Enrollment Agreement must present adequate photo identification before signing the legally binding document.)

During the Meeting

Overview

Greet the student, give an overview of the appointment, and prepare the student for a 30-minute meeting pending questions.

Review and Sign

- Take time to review each disclosure item that needs an initial in the Enrollment Agreement, including all other key points. Answer all questions.

- If the Enrollment Agreement is completed in person, give a copy of the signed Enrollment Agreement along with documents presented and signed on the day. Follow up each appointment by sending the entire encrypted packet to the student as internal and external documentation of our action and presented documents. Include the catalog in effect as to the date the student applied.
- Review each section of the Enrollment Agreement and make sure each space is completed and there are no blank spaces. If a specific section of the agreement does not apply, the student should put "N/A" instead of leaving a blank space.
- All changes must be initialed by the student and/or parent.

Close

- Share your excitement for the student to begin the program and invite them to the new student orientation. Walk the student out and remind the student to contact you with any questions prior to his or her first day.
- Send the orientation invitation, add notes, add follow-up tasks, and change status in the school's CRM.
- Notify the financial services team of the completed Enrollment Agreement.
- Add all signed documents to the student file.

Pre-enrollment Document Checklist

Use this checklist as guidance for documents needed during the enrollment process. This does not replace the File Requirements Checklist required for all Future Professional files.

Document responsibilities from the admissions team:

- ☐ Student Consumer Information Table (introduction email)
- ☐ School Catalog (introduction email)
- ☐ Financial Aid Guide (introduction email)
- ☐ Application for admission
- ☐ Eligibility criteria for admissions documents:
 - ☐ Proof of identity
 - ☐ Official proof of high school equivalency
 - ☐ High School Verification and Validation Checklist
 - ☐ English proficiency (if applicable)
 - ☐ Interview rubric
 - ☐ Acceptance letter
- ☐ Transcript Evaluation Form and official transcripts (if applicable)
- ☐ Enrollment Agreement (including all items required under this agreement)
- ☐ Arbitration Agreement
- ☐ Student Biometric Information Privacy Policy
- ☐ Photo Release Form (the student may or may not agree to consent)
- ☐ Distance Education and Hybrid Program Requirements Form (if applicable)
- ☐ Other _____

Document responsibilities from the financial services team:

- ☐ Standard College Financing Plan presented to student
- ☐ Future Professional Financial Aid Guide presented to student
- ☐ Estimated Financial Aid Offer presented to student
- ☐ Personalized College Financing Plan presented to student
- ☐ First Loan Form (if applying for Title IV assistance)
- ☐ Financial Aid Offer
- ☐ Kit Purchase Agreement (if applicable)
- ☐ Estimated Financial Package
- ☐ Tuition Payment Plan Agreement
- ☐ Student Authorization Form
- ☐ Verification documents (if applicable)
- ☐ Scholarship application (if applicable)
- ☐ Other _____

ENROLLMENT AGREEMENT

Notes:

Welcome Event: New Student Orientation

The Paul Mitchell Schools welcome event is designed to welcome new Future Professionals to the Paul Mitchell Schools community and prepare them to be successful in school. This session will engage and inform the family, friends, and support systems of our program, culture, and systems. The welcome event can be hosted in person or virtually and can include activities.

WELCOME

The School Director extends a warm welcome to the new Future Professionals and their family and support systems.

OVERVIEW

Introduce the members of the team and give a brief overview of the orientation.

INFORM

Team Presentations

Admissions Leader

- Provide an overview of the facilities and key policies.
- Remind Future Professionals to access information in the School Catalog and Student Consumer Information Table and refer to it when needed.

Financial Services Advisor

- Remind Future Professionals that the financial services team is available to answer any questions and help understand communication from the Department of Education.
- Remind Future Professionals to carefully review all emails received from assigned federal loan servicer.
- Discuss repayment options.
- Follow the conversation with default prevention information.
- Highlight that each Future Professional is required to complete repackaging before starting the next academic year (before reaching 900 hours).
- Remind Future Professionals that it is very important to review and respond to communication from the school in a timely manner.

Education Leader

- Provide an overview of important academic policies.
- Highlight what to expect during Core.

Future Professional Advisor

- Provide an overview of resources available throughout the Future Professional journey.
- Cover the student code of conduct, grievance process, and Title IX policy.
- Remind Future Professionals of how to contact the Future Professional Advisor during school.

Professional Development Leader

- Provide an overview of the support Future Professionals can expect during their program, including professional development classes, career fairs, résumé help, salon field trips, etc.
- Remind Future Professionals of how to contact the Professional Development Leader during school.

General Information

Incorporate information about breaks, food and drinks, dress code, parking, restrooms, and other important school-specific information. Give an overview of the first day of school and what to expect.

Other Information

- Our Mission
- The Vision; Organization Chart; and As Your School Leader, I Promise . . .
- Paul Mitchell Schools course outline: Core, Protégé, Adaptive, and Creative (include passing the state board requirements)
- Plugged In
- Learning systems
- Specialty classes
- Honors program
- Dean's List
- Financial literacy
- Specialty classes
- Clubs
- Culture systems

CLOSE

Incorporate time for a question-and-answer session. Thank the students and their family or support systems for attending and follow up as needed.

WELCOME EVENT: NEW STUDENT ORIENTATION

Notes:

MELISSA YAMAGUCHI

Notes:

ADMISSIONS TRAINING
APRIL 17–18, 2023

