## Legal Landscape for Edupreneurs

September 2023

## Introduction

Education in America is undergoing transformation. Inspired by the ingenuity and innovation of parents seeking the best educational options for their children, state education policy is changing to better accommodate the individuality of each unique student.

Parents in Arkansas have a growing number of educational options outside the traditional classroom, and education entrepreneurs who are seeking to assist families by providing student-focused educational options need tailored resources that help them navigate the myriad laws and regulations that may affect the legality and feasibility of innovative learning spaces. The Edupreneur Support Program provides resources to assist education entrepreneurs, who we like to call "edupreneurs" so that they have the knowledge they need to confidently pursue their vision.



## **Unconventional Learning Environment (ULE)**

When we use the term Unconventional Learning Environment (ULE), we are referring to a learning environment that is tailored to the needs, interests, and capabilities of a student. A ULE includes learning pods, microschools, home schools, hybrid programs, learning centers, homeschool cooperatives, and other innovative learning environments.

We have produced a series of articles that address the most common issues faced by edupreneurs as they set up or run a ULE. They include:

- 1. Compulsory School Attendance Requirements
- 2. Educational Requirements
- 3. <u>Health/Safety Requirements</u>
- 4. Childcare Regulations
- 5. <u>Business Formation Considerations</u>
- 6. Right to Access Public Benefits
- 7. Financial Incentives

The articles include links to resources and the Arkansas Code online that provide further guidance. While we will do our best to keep articles updated, there is no guarantee that this information remains current.

While this information is intended to be accessible for non-lawyers, it is not intended to be —nor is it a substitute for—individualized legal guidance from an attorney.

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