**INSIDE OUT CENTERS FOR LEARNING (IOCL)**

**Goal:** IOCL serves as a model of integrated, cost-effective educational services that lead to higher student achievement; higher teacher quality, recruitment, and retention; and increased community/parental satisfaction.

**Short Summary:** The IOCL model seeks to transform schools into personalized learning and service centers. Students engage in education experiences tailored to their individual learning needs, while teachers work in teams to create innovative, standards-based, and individualized instruction. Learners experience team teaching, looping, community schooling, and extended learning time. Health services are provided on-site to children and their families. Two schools in South Carolina have adopted the IOCL model and are operating as pilot schools—Forts Pond Elementary School in Anderson and Nevitt Forest Community School in Lexington.

**Demographics**
- **Target Settings:** Schools that are unsatisfactory or below average (report card ratings)
- **Target Groups Served:** Both pilot schools have high percentages of students receiving free and reduced meals, single parent households, and parents working multiple jobs
- **School/Districts Served:** Forts Pond Elementary School, Lexington School District 1; Nevitt Forest Elementary School, Anderson School District 5
- **School-level focus:** Elementary

**Research and Evaluation:** A state-level advisory board will meet quarterly to provide a consistent platform for ongoing, systematic review and continuous improvement of the IOCL. Topics will include recruitment and retention results and plans, implementation status, school report card data, adequate yearly progress (AYP), working conditions and stakeholder perceptions about meeting the needs of the communities, business support growth, and overall satisfaction of community agencies. Based on the board’s findings, changes will be made in the program’s implementation to ensure that all of the program’s objectives will be met.

**Program Resources**
- **Annual Cost:** Increases with each IOCL component added. The more costly components include the addition of whole child services, wellness facilities, extended hours, and the addition of a Instructional Guide and Life Coaches
- **Funding Sources:** At the school and district level, principals and district officials have committed to reallocating available resources from local, state, and federal funds to support the initiative. Some of these funds will include Title I allocations and funds provided through Title II, Part A of the No Child Left Behind (NCLB) Act. In addition, received a grant award of $49,000 form KnowledgeWorks Foundation and a $25,000 donation from Michelin, North America
- **Staffing Needs:** Personnel will eventually be added for psychological and medical needs; life coaches and instructional guides; sharing of community experts/resources.
- **Infrastructure/Equipment Needs:** Ideally, the infrastructure needs to be more in line with the school of the future architectural design (larger classrooms with flexible design and furniture), social spaces, smaller media center, medical facilities, parent conferencing areas)
- **Partner Organizations:** Riley Institute, SCASA, CERRA, Future Minds

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