## EPIC Program Logic Model

<table>
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<th>Resources</th>
<th>Activities</th>
<th>Staff Practices</th>
<th>Short Term Outcomes</th>
<th>Long-Term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FUNDERS</strong></td>
<td></td>
<td></td>
<td>* Measurable at the end of the program.</td>
<td>* Several years down the line.</td>
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<tr>
<td>● Morris &amp; Joyce Price, Linda Campbell, Denver Foundation, and Sidney E. Frank Foundation, and Melvin and Elaine Wolf Foundation</td>
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<tr>
<td><strong>YOU</strong>TRO 125-300 per semester</td>
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<td>● K-12 youth in under-resourced schools and young adults in alternative schools/credit recovery programs</td>
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<tr>
<td><strong>STAFF</strong></td>
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<tr>
<td>Indirect: RedLine</td>
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<tr>
<td>● Education Staff (35% time)</td>
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<tr>
<td>● Deputy Director (10%)</td>
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<tr>
<td>Direct: 4-10 Artists</td>
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<tr>
<td>● Mix of Community Artists and Redline Resident Artists</td>
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<td>Direct: 4-10 Teachers</td>
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<tr>
<td>● Receive $500 stipend and $250 for materials</td>
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<tr>
<td><strong>YOU</strong>TH PARTICIPATE IN...</td>
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<tr>
<td>10-20 in-class sessions over 1 semester:</td>
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<td>● 1-2 times per week</td>
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<td>● minimum 15 hours w/ Artist</td>
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<tr>
<td>1+ Field Trips To Redline</td>
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<tr>
<td>Student Exhibition &amp; Opening</td>
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### EPIC PROGRAM CURRICULA ARE GUIDED BY...

**EPIC Framework:**
- Unit 1: Concept Building & Social Engagement Exploration
- Unit 2: Translating Idea Into Form
- Unit 3: Art Making
- Unit 4: Communicating, Engaging, Displaying

**Contemporary Art Framework:** Ideation > Translation > Creation > Community

**Additional Resources:**
- Education for Socially Engaged Art, Helguera
- SJ Art Education: Culture as Commons
- Social Justice Art: A Framework for Activist Art Pedagogy

### ARTISTS & TEACHERS...

**EPIC Arts Requirements:**
- Student-Generated
- Collaborative
- About Social Issues
- Project is Socially Engaged
- Exhibition Ready

**Embody social justice pedagogy:**
- Engage young people in discussions/analysis of their personal experience and related social issues
- Center young people’s experience in art making process

**Model — and support students to implement — socially engaged art practices:**
- Present art-making as a conversation with an audience/public
- Collaborate with students
- Work with young people to identify a call to action for each project
- Support young people to reach out and engage their communities in the art production process

### YOUTH INCREASE...

**School Engagement**
- Improved school attendance
- Increased student voice in learning

**Social-Emotional Learning Competencies**
- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

**Learning & Innovation Skills**
- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication
- Collaboration

**Critical Consciousness & Empowerment**
- Have greater understanding of art and social issues
- Believe they can make their voices heard about issues that are important to them
- Speak up in their school or community about issues that are important to them
- Feel able to use art to build skills, express themselves, and effect social change

### YOUTH INCREASE...

- Increase academic performance (grades)
- Increase college & career readiness
- Increase positive behaviors
- Decrease risk behaviors

### SCHOOLS...
- Increase the quality of their arts engagement/programming

### COMMUNITIES...
- Increase youth engagement in their communities

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1 Redline admin staff provide ongoing support for Artists & Teachers via “Speed Meeting” Matching Events, Artist & Teacher Orientations, monthly meetings (3 per semester), and site visits.
4 CASEL - SEL Impact: [https://casel.org/impact/](https://casel.org/impact/)
### PARTNERSHIPS

**4-10 Title 1 Schools Per Semester**
- Selected via community partnerships and a web-based application process
- Located in under-resourced communities (Five Points and beyond)
- Must have art teachers (EPIC will not replace art teachers)

**3 x Additional Ongoing Partnerships**
- Alliance for Creative Youth Development
- Denver Public Schools
- National Research Center Survey

### PROGRAM LOCATIONS/FACILITIES

- Schools (for in-class instruction)
- Redline (for workshop days, field trips, student exhibition & opening)

- Students install show
- 125-450 attendees

### College & Career Readiness
- Learn about arts as a potential career path

### ARTISTS BUILD...
- Connection and sense of responsibility to community and local education institutions
- Classroom experience and pedagogy/teaching skills (e.g., classroom management)
- Understanding of their own creative process and personal practice

### ART TEACHERS BUILD...
- Knowledge of contemporary artists and processes
- Pedagogy/teaching skills including how to use experiential, concept-driven art-making to teach art
- Commitment to incorporating social justice issues and socially engaged art into lesson plans
Demographics

100% of EPIC Schools are Title 1. Title 1 Schools are schools with large concentrations of low-income students who receive supplemental funds to assist in meeting the student's educational goals.

We have partnered with Kunsmiller Creative Arts Academy in 2017/2018/2019. Kunsmiller's minority enrollment is 88% (majority Latino/Latinx). The student/teacher ratio is 17:1. The graduation rate is ≥ 80% and is in the top 50% in CO. On average 30% of EPIC students are English Language Learners and 16% of EPIC students are identified as special needs.

Bruce Randolph, another EPIC collaborating school in 2017/2018/2018 has a minority population of 99%

Graduation Rate: 75-79% (Btm 50% in CO)
Overall School Rank: Bottom 50%
Math Proficiency: 6% (Btm 50%)
Reading Proficiency : 9% (Btm 50%)
Diversity Score: 0.27% (Btm 50%)

On average, 15% of EPIC students from all 11 schools we worked with in 2018 were identified as having special needs

On average 22% of EPIC students in 2018 were identified as English Language Learners
Outcomes

RedLine utilizes post-project surveys of students, artists, and teachers to evaluate program outcomes. Through the Alliance for Creative Youth Development, RedLine has partnered with other Colorado cultural organizations to aggregate program data demonstrating the positive effects of cultural programming on youth development. In addition to the student survey, student progress is measured through the teacher’s evaluation of the growth of their students in key 21st Century Learning areas, such as the ability to analyze diverse perspectives, synthesize information, and reflect critically on learning experiences and processes. Below is a sample of evaluation results collected in the Spring of 2018.

- 70% of participating EPIC teachers in Spring of 2018 reported that EPIC assisted in solving different kinds of non-familiar problems in both conventional and innovative ways
- 83% of participating EPIC teachers in Spring of 2018 reported EPIC helped students demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- 83% of participating EPIC teachers in Spring of 2018 reported that their students could identify and ask significant questions that clarify various points of view and lead to better solutions
- 100% of participating EPIC teachers in Spring of 2018 reported participating in the EPIC project influenced their teaching practice and personal pedagogy positively