IPRO 361: Lego Art

Project Plan

ADVISOR: JAMES BRABAND
TEAM:
LEE FINK
MANNY ALDANA
SASHA BRENCKI
ERIK GRUCHALSKI
KAYLA HELLER
MICHAEL MOHRING
TANYA PRABHAKAR
KATHERINE RHEE
CRYSTAL TRAUNER
ARIEL TRUE
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Team Charter

Team Information:

Roster:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Braband</td>
<td><a href="mailto:braband@iit.edu">braband@iit.edu</a></td>
<td>312.567.5002</td>
</tr>
<tr>
<td>Lee Fink</td>
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<td></td>
</tr>
<tr>
<td>Manny Aldana</td>
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<td>773.543.3618</td>
</tr>
<tr>
<td>Sasha Brenecki</td>
<td><a href="mailto:sbreneck@iit.edu">sbreneck@iit.edu</a></td>
<td>708.837.8615</td>
</tr>
<tr>
<td>Erik Gruchalski</td>
<td><a href="mailto:ggruceri@iit.edu">ggruceri@iit.edu</a></td>
<td>847.946.1628</td>
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<tr>
<td>Kayla Heller</td>
<td><a href="mailto:kheller@iit.edu">kheller@iit.edu</a></td>
<td>815.440.6518</td>
</tr>
<tr>
<td>Michael Mohring</td>
<td><a href="mailto:cowtippa@gmail.com">cowtippa@gmail.com</a></td>
<td>630.903.7956</td>
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<tr>
<td>Tanya Prabhakar</td>
<td><a href="mailto:tanya.prabhakar3@gmail.com">tanya.prabhakar3@gmail.com</a></td>
<td>630.400.2411</td>
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<tr>
<td>Katherine Rhee</td>
<td><a href="mailto:krhee1@iit.edu">krhee1@iit.edu</a></td>
<td>847.508.9625</td>
</tr>
<tr>
<td>Crystal Trauner</td>
<td><a href="mailto:ctrauner@iit.edu">ctrauner@iit.edu</a></td>
<td></td>
</tr>
<tr>
<td>Ariel True</td>
<td><a href="mailto:atrue@iit.edu">atrue@iit.edu</a></td>
<td>620.655.7037</td>
</tr>
</tbody>
</table>

Team Member Strengths, Needs, and Expectations:

Lee Fink

Individual Strengths to Contribute: Conceptualization, design, development, networking, and leadership. I am one that likes to stay on task and keep a group focused at the project at hand. I have a strong background of leading fast and efficient meetings as well as being flexible and adaptive to sudden issues or problems. At times I can be a very organized person. I feel my biggest contribution is my personality and positive influences within a group.

New Knowledge/Skills to Develop: Technological communication. One skill I feel I need to work on is organizing my emails and web communications. Due to a variety of projects coming in I sometimes become clustered with unorganized emails and online uploads.

Overall Expectations for LEGO Art: A step in appreciation for Art Youth. I believe the IPRO of LEGO Art does not need to be a grand revolution in youth art but rather the first steps to awareness for a society that needs to listen. If the IPRO team could address the youth schools and promote their LEGO art in a simple system between businesses, artists, and students, the culmination of the groups would be really something beautiful.

Manny Aldana

Individual Strengths to Contribute: Visual arts, public speaking, interacting with strangers, flexibility to work alone/in group

New Knowledge/Skills to Develop: knowledge in computer programming

Overall Expectations for LEGO Art: I expect it to be a city outreach program. It’s simple enough that the goals are within reach, yet challenging enough to not make it boring.
Sasha Brenecki

Individual Strengths to Contribute: artistic presentations and layouts of publications and other media, in depth research, brainstorming

New Knowledge/Skills to Develop: networking skills needed to develop this program to include the Chicago arts community, working with the grant process to receive money to fund the program

Overall Expectations for LEGO Art: I would like to see this idea actually become a functioning program beginning in one Chicago school and having the opportunity to expand into a few more schools to become interconnected. I hope that it impacts children to think creatively, use their time wisely outside of school, and influence their future.

Erik Gruchalski

Individual Strengths to Contribute: hands on, approachable, determined to get an end result, going out into the field to talk and negotiate with suppliers. Prefer face to face rather than getting lost in emails.

New Knowledge/Skills to Develop: my future career calls for heavy team work abilities. Every chance I can take to develop these skills will only help me out, so the more exposure the better.

Overall Expectations for LEGO Art: I want to see this project succeed at whatever means necessary. I expect a great idea like this to go all the way, meaning a very solid program that children can easily access to help their creativity and personality develop. This kind of program could very easily incorporate many subjects children are learning about in school as well.

Kayla Heller

Individual Strengths to Contribute: I’m very knowledgeable when it comes to curriculum planning. Also, I am good at developing goals and activities that help students achieve both in and outside the classroom.

New Knowledge/Skills to Develop: I want to develop knowledge and experience in creating an after school curriculum for students as well as gain experience in implementing such plans.

Overall Expectations for LEGO Art: I would love to see the program implemented by the end of the semester. In addition, I want to develop a sustainability plan for the program.

Michael Mohring

Individual Strengths to Contribute: strong technical knowledge, great team player, works well with others

New Knowledge/Skills to Develop: I am learning web design this semester while I will be working on the website for the project.

Overall Expectations for LEGO Art: the program to succeed.

Tanya Prabhakar

Individual Strengths to Contribute: creative ideas for the program, organized, good presenting skills. In addition I will be able to help with planning the details of the after-school program, and reaching out to the sponsors.

New Knowledge/Skills to Develop: I do not have any experience in website development.

Overall Expectations for LEGO Art: I hope the Lego Art program has sustainability, and is able to grow to more schools. I would like to have made a real difference in the children and parents’ lives. It would be great to see the positive outcomes of the program in their lives.

Katherine Rhee

Individual Strengths to Contribute: knowledge of marketing and business, creating powerpoint presentations, verbal and written communication, flexibility, strong work ethic, time management, and organizational skills.

New Knowledge/Skills to Develop: creating a website, visual arts, writing grant proposals, creating an after school program, and working with not-for-profit organizations.

Overall Expectations for LEGO Art: I’d like to see LEGO Art become a sustainable after-school program with sponsors. I also hope to run a pilot program with tangible results that are repeatable and able to renew inner city kids’ self esteem. I’d also like to see us win IPRO Day!
Crystal Trauner

**Individual Strengths to Contribute:** I feel that my strengths lie in research, team leadership and construction. I have skills in lego use, using the internet as a research tool, developing team builders, etc.

**New Knowledge/Skills to Develop:** I’ll challenge myself to take a back-seat role opposed to a direct leadership position as this is something that I haven’t done much of.

**Overall Expectations for LEGO Art:** I expect that we will have our goals completed by the end of the term.

Ariel True

**Individual Strengths to Contribute:** Research skills for obtaining necessary data to move the project further into development.

**New Knowledge/Skills to Develop:** working with businesses/corporations for sponsorship and building a sustainable business model for the after-school program.

**Overall Expectations for LEGO Art:** I expect the first semester to be coming up with sponsors, developing a business model for the program, finding a school or organization willing to pilot the LEGO Art program.

**Team Identity:**

**Lego Art: Building a Youth Artist Community Brick by Brick**

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**Team Purpose and Objectives:**

**Purpose:**

The purpose of this project is to open the necessary channels of communication and to gather after-school initiatives to facilitate this extracurricular program.

**Vision Statement:**

A community of youth artists creating and showcasing their LEGO Art.

**Mission Statement:**

LEGO Art is the development and continuation of after-school art activities that address the decrease of government funding of youth art programs within Chicago. The purpose of LEGO Art is to promote art for minority socioeconomic youth groups by providing an environment in which children can express their
creativity in a new and emerging field of art using LEGO bricks as the medium. LEGO Art would serve as an alternative outlet for children, as opposed to other negative influences such as drugs, gangs, and violence.

**GOALS FOR THIS SEMESTER:**

- Define LEGO Art in terms of what the program will entail and look like
- Produce and test a pilot program of LEGO Art with the Boys and Girls club
- Find and select sponsors and partners
- Apply/write proposals for grants and funding
- Develop a functional website for LEGO Art including a virtual exhibit
- Gather local artists, youth participants, and other volunteers for the program
- Finalize the LEGO Art program and assure sustainability
- Have a commitment for programs in the fall
- Ensure that LEGO Art has a positive outcome on the lives of inner city children and helps to renew their self-esteem
- Bring youth participants to other outreach events to promote the program
- Have a final exhibition for the pilot program
- Find a permanent location to publicly display the LEGO Art from the pilot program

**Background:**

**PROSPECTIVE SPONSORS:**

**LEGO:**

Julia Stern *(PR Department)*  
Phone: 860.763.6731  
Lego Systems Inc.  
ATTN: Julia Stern - Donations  
555 Taylor Road  
Enfield, CT 06082

**LEGOLAND Discovery Center Chicago:**

David Speha, Guest Experience Manager  
Streets of Woodfield  
601 N. Martingale Road  
Schaumberg, IL 60173

**After School Matters Program***:

*Non-profit organization for teens to become paid apprentices or club members in arts, sports, technology, and communications programs.*  
66 East Randolph Street  
Chicago, Illinois 60601  
Phone: 312.742.4182  
Fax: 312.742.6631

**KIPP Public Schools***:

*A network of free, open-enrollment, college-preparatory public schools throughout the United States*  
Jia Li Lok-Chief, Development Officer
Our team would also like to further explore the possibilities of corporate and business sponsors.

**USER PROBLEM(S) THE PROJECT IS FACING:**

LEGO Art seeks to address the needs and lack of opportunity and recognition of inner city students. As discussed in the sections above, LEGO Art attempts to provide an after-school outreach program in order to provide alternative outlets to drugs, gangs, and violence for inner city students.

There have also been significant budget cuts for art and music programs in everyday curriculum of schools. After school programs could provide an outlet for the students interested in the arts.

**THE TECHNOLOGY INVOLVED:**

The first semester of LEGO Art involves a prototype of the outreach program and the development of technological programs. The technological aspects include (but are not limited to): a website and a virtual gallery. The following semesters would entail implementation and further development of the programs.

**HISTORICAL SUCCESS IN ADDRESSING THE PROBLEM:**

Example of a previous success concerning an after school program similar to LEGO Art includes the LEGO Learning Institute which is an educational outreach program developed to enhance the growth and development of creativity in younger children. Big Read sponsors many programs similar to this (revitalize the role of
American culture). Since 2006, the Big Read has awarded 875 grants to reach communities in all 50 states including the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

**POSSIBLE ETHICAL ISSUES INVOLVED:**

An ethical issue that needs to be addressed would be the safety and privacy of the youth participants while being in the program. Since part of the program is recognition of the youth participants, it is essential that we find ways to renew the children's self-esteem without sacrificing their safety.

**BUSINESS/SOCIETAL COSTS:**

The societal cost that is being addressed by this project are youth involved in gang activities, drug abuse, and other negative influences that may result to an increase in crime rates. LEGO Art aims to provide an alternative output that would give the youth a chance to work in a positive environment and to not only help inner city children but society as a whole. We hope that this program will build a strong foundation for the children and help to pave the path for them to pursue higher education.

**PROPOSED SOLUTION:**

The proposed solution would provide the after school outreach program for the youth (LEGO Art) and continuously promote the program through the use of technological innovations including a website and virtual galleries. It would also ensure that students would receive recognition through media outlets and exhibitions of their art. We hope that this will encourage self-confidence and self-efficacy while improving their self-esteem.

**RESEARCH ON SIMILAR SOLUTIONS:**

The Big Read is a program of National Endowment for the Arts, designed to restore reading to the center of American culture. See the link below from Big Read that explains the organization's policy and how it would be a useful way for LEGO Art to gather funding.

http://www.neabigread.org/program_history/

The South Shore Arts Organization is a program for people interested in the arts and expressing creativity. Their “everyday” kid program supports local youth communities and low income families. See the link below for more information on South Shore Arts.

http://www.southshoreartsonline.org

The Play-Well Organization uses LEGO®s to teach kids the fundamentals of engineering while in a fun and educational atmosphere. See the link below for more information on Play-Well.

http://play-well.org

**Team Values Statement:**

All Team Members Should:

- Show up on time and prepared for meetings.
- Communicate clearly with the Professor, Team Leader, and other Team Members especially when they will be missing or late for class and/or meetings.
- Address any problems or conflicts with team members directly.
• Share all information gathered with the team.
• Encourage and create a positive team atmosphere.

Problems should be addressed through the team leader, who will bring the issue to the attention to the IPRO team if necessary. Problems that cannot be resolved in this manner will be brought to the attention of the instructor for further consideration. Problems will be documented through the agendas at each meeting.
Project Methodology

Work Breakdown Structure

Process for Solving the Problem:

LEGO Art is a new type of after school program geared for inner-city youth. The youth at this program will use LEGO bricks as a medium for art, providing them with an alternative to negative influences such as drugs, gangs, and violence. LEGO Art is unique and different compared to traditional art programs because our concept of the “Virtual Gallery” sets us apart. Plus LEGOs are a new three dimensional medium for creating art. Not only do the participating youth get to play, create art, and build things using LEGO, but they also have the opportunity to display their art and view the work of other youth in this virtual gallery.

Some problems or questions that we need to address in the preliminary stages are: Will the youth like this new program and how effective/creative will they be? Everyone enjoys LEGOs but how popular or appealing will they be in an after school program as opposed to other choices such as doing homework, playing other games, etc.? Professional artists with years of experience create the modern LEGO art and sculptures, but how will youth pick up this new art field? One possible way to find answers to these questions is to develop a pilot program. The prototype should help gauge the children's interest in LEGOs and what they would like to do with them. We have already had a few offers for venues for the pilot program. The Boys and Girls Club of America, charter schools affiliated with KIPP (Knowledge is Power Program), and St. Edward Elementary School, have already confirmed that they are willing to allow the use of LEGO Art and will serve as the first facilitators for our program.

Identify Major Tasks:

Tasks should be done in respect to three areas of focus: Educational Development, Funding and Sustainability, and Recognizing Individuals.

Potential Solutions—Testing, Analyzing, Documenting:

Questionnaires/surveys of parents, youth, and school administrators will be conducted. This will serve as a preliminary gauge of the need or appeal of our program to our intended target. The pilot programs will serve as our primary and most important tests. The pilot programs are basically would be a very similar if not identical model of our program. They will give us a rough idea of who is using the LEGO’s, what they do with them, how long it takes for the youth to create something and with approximately how many pieces. All this data will be collected by team members through observation. Extensive research will need to be conducted on what we as observers should be looking for and what sort of metrics/factors will predict the success of the program. Everything will be documented via iPads or good old-fashioned paper and pen. All this data will have be shared with the group, stored in a database (GoogleDocs or Excel as well as iGroups), and will serve as a very useful tool for reworking any kinks in the pilot program to make the official launch more successful.

Reasonable Timeframe and Resources?:

It is reasonable for our team to be able to accomplish all the required tasks within the timeframe and resources available assuming that members put their efforts into the task. Each task will be assigned to a sub-team. Respective group members of each subteam will have clear, specific, and defined tasks. A group member with a clear task has primary responsibility for completion of the task and other members of that subteam will ensure completion of that task. To further ensure completion of tasks, subteams and each team member
will provide a summary of work completed each week in the Weekly Summary Report. The Weekly Summary Report will be discussed as a team on Tuesdays, allowing for feedback and encouragement.

**Team Structure:**

*Please see Appendix 1 for team organizational chart.*

In order to tackle the various components of the project we will split into 3 subteams based on the three areas of focus: educational development, funding and sustainability, and recognizing individuals.

**Work Breakdown Structure:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Sub-Tasks</th>
<th>Dates</th>
<th>Hours Needed to Complete</th>
<th>Team Members Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Development</td>
<td></td>
<td></td>
<td></td>
<td>A. True, C. Trauner, K. Heller, M. Aldana</td>
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<tr>
<td>Define LEGO Art</td>
<td></td>
<td>Jan. 10 - Feb. 3</td>
<td>2</td>
<td>C. Trauner</td>
</tr>
<tr>
<td>Research &amp; Investigation of After School Programs and Curriculums</td>
<td></td>
<td>Jan. 10-Feb. 1</td>
<td>10</td>
<td>K. Heller, A. True</td>
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<tr>
<td>Research Existing LEGO Programs/Similar Programs</td>
<td></td>
<td>Jan. 10-Feb. 8</td>
<td>10</td>
<td>M. Aldana</td>
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<tr>
<td>Research Age Appropriate Activities</td>
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<td>Jan. 10-Feb. 1</td>
<td>4</td>
<td>C. Trauner</td>
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<td>Develop the LEGO Art Curriculum and Program</td>
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<td>Jan. 10-Feb. 8</td>
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<td>K. Heller</td>
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<td>Find Teachers, Volunteers, Artists, High School Students, etc to Work with Program</td>
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<td>Jan. 10-Mar. 1</td>
<td>20</td>
<td>A. True, C. Trauner, K. Heller, M. Aldana</td>
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<tr>
<td>Conduct the Pilot Program</td>
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<td>Mar. 28-Apr. 9</td>
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<td>A. True, C. Trauner, K. Heller, M. Aldana</td>
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<tr>
<td>Evaluate Program and Collect More Data</td>
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<td>Apr. 10-Apr. 17</td>
<td>30</td>
<td>A. True, C. Trauner, K. Heller, M. Aldana</td>
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<tr>
<td>Task</td>
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<tr>
<td>Funding &amp; Sustainability</td>
<td>Brainstorm and Research Sponsors and Stakeholders</td>
<td>Jan. 10 - Feb. 10</td>
<td>40</td>
<td>S. Brenecki, K. Rhee, M. Mohring, E. Gruchalski</td>
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<tr>
<td></td>
<td>Write Proposals for Grants and Funding</td>
<td>Feb. 10 - Feb. 24</td>
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<td>K. Rhee, S. Brenecki</td>
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<td>Select Official Sponsor</td>
<td>Jan. 10 - Mar. 10</td>
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<td>S. Brenecki, K. Rhee, M. Mohring, E. Gruchalski</td>
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<td></td>
<td>Create a Marketing Plan to Raise Awareness</td>
<td>Mar. 10 - Mar. 31</td>
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<td>K. Rhee, S. Brenecki</td>
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<tr>
<td></td>
<td>Partner with NPOs Dedicated to Helping Children/Education</td>
<td>Jan. 10 - Feb. 10</td>
<td>15</td>
<td>E. Gruchalski</td>
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<tr>
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<td>Find Educational Partners to Bring More Resources to the Program</td>
<td>Jan. 10 - Feb. 10</td>
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<td>S. Brenecki</td>
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<td></td>
<td>Create Initial Map of Website</td>
<td>Feb. 10 - Mar. 10</td>
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<td>M. Mohring, K. Rhee</td>
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<td></td>
<td>Create a Website</td>
<td>Feb. 10 - Mar. 31</td>
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<td></td>
<td>Write a Plan for Long-Term Sustainability</td>
<td>Mar. 31 - Apr. 20</td>
<td>15</td>
<td>S. Brenecki, K. Rhee, M. Mohring, E. Gruchalski</td>
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<td>Recognizing Individuals</td>
<td>Create a Virtual Gallery</td>
<td>Jan. 10 - Apr. 8</td>
<td>12</td>
<td>L. Fink</td>
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<td></td>
<td>Research Effective Ways to Recognize and Reward Children</td>
<td>Jan. 10 - Apr. 1</td>
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<td>T. Prabhakar</td>
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<tr>
<td>Task</td>
<td>Sub-Tasks</td>
<td>Dates</td>
<td>Hours Needed to Complete</td>
<td>Team Members Assigned</td>
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<td>-------------------------------------------</td>
<td>---------------------------------------------------------</td>
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<td>Recognize the Children in Media Articles</td>
<td>Recognize the Children in Media Articles (newspapers and online)</td>
<td>Jan. 10 - Apr. 15</td>
<td>16</td>
<td>L. Fink, T. Prabhakar</td>
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<td>Find a Physical Location to Display the LEGO Art Projects</td>
<td>Find a Physical Location to Display the LEGO Art Projects</td>
<td>Jan. 10 - Apr. 22</td>
<td>20</td>
<td>L. Fink, T. Prabhakar</td>
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<tr>
<td>IPRO Deliverables</td>
<td>Project Plan</td>
<td>Jan. 28</td>
<td></td>
<td>K. Rhee</td>
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<td></td>
<td>Midterm Review</td>
<td>March 1-10</td>
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<td>T. Prabhakar, K. Heller</td>
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<td>Ethics Deliverable</td>
<td>April 8</td>
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<td>A. True</td>
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<td></td>
<td>IPRO Day Exhibit/Poster</td>
<td>April 25 (noon)</td>
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<td>S. Brenecki</td>
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<td></td>
<td>IPRO Day Abstract/Brochure</td>
<td>April 25 (noon)</td>
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<td>C. Trauner</td>
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<tr>
<td></td>
<td>IPRO Day Presentation</td>
<td>April 25 (noon)</td>
<td></td>
<td>K. Rhee</td>
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<td></td>
<td>Final Report/Team Work Product</td>
<td>April 29</td>
<td></td>
<td>L. Fink</td>
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</tbody>
</table>

**Gantt Charts:**

*Please see attached gantt chart for our project timeline.*

**Expected Results:**

The following set of expected results is divided into three sub-categories.

**1. EDUCATIONAL DEVELOPMENT DELIVERABLES:**

- Pilot Program
- Launch of more Programs
- Metrics for Success of Programs
- Gathering Youth, Teachers, and Volunteers to Participate in Programs
2. **Funding and Sustainability Deliverables:**

- Official Sponsor(s) and Partner(s)
- Marketing Plan to Raise Awareness
- Functional Website
- Plan for Sustainability

3. **Recognizing Individuals Deliverables:**

- Virtual Gallery
- Recognition through Media Articles (Newspapers, Online, etc)
- Plan for Incorporating Recognition and Self-Esteem Boosters into the Program
- Physical location to display LEGO Art pieces

**Potential Obstacles to Project Success**

Obstacles are very common to any projects of any kind. This project is no exception to that trend. The two main potential obstacles to this project’s success lie on two aspects, both of which involve the idea of the program itself.

The first obstacle to this project is the uniqueness of the idea. Outreach programs that promote or focus on the arts – specifically visual arts – usually use a common material such as paint, murals, or other mediums widely popular to most of the people. LEGO Art, however, presents the use of LEGO bricks as a new medium for doing sculptures. That being said, it may be hard for others to adapt to this new way of art. This new form of art would also require a learning curve that would need to be passed by both the artists and the youth participants for this program to work. Plus LEGO bricks can be more expensive to obtain and keep an inventory of.

The second obstacle to this project is the competition involved in the matter. Nonprofits, nowadays, are being slashed down due to budget cuts throughout the years. That being said, there are numerous alternative nonprofits that focus on other fields than visual arts. Furthermore, there have been many solid programs dedicated to visual arts that pose severe competitions to the LEGO Art program.

**Project Budget**

The project budget below itemizes each type of expenditure needed to achieve the desired results for the project’s success:

<table>
<thead>
<tr>
<th>Category</th>
<th>Budgeted Amount</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials and Supplies</td>
<td>$1,287.5</td>
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<tr>
<td></td>
<td></td>
<td>5 at $80 each LEGO Scenery Sets</td>
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<td>5 at $47.50 each LEGO Basic Bulk Brick</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 at $50 each LEGO Basic Bulk Bricks Big Bulk Sets</td>
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<td>5 at $30 each Large LEGO System Base Plates (Set of 4 pieces)</td>
</tr>
<tr>
<td>Publication and Communication</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Budgeted Amount</td>
<td>Expenditure</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>------------------------------</td>
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<tr>
<td>Pilot Program Materials</td>
<td>$100</td>
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<tr>
<td>Miscellaneous</td>
<td>$300</td>
<td>$100 Team Building Activities (Pizza)</td>
</tr>
<tr>
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<td>$200 Incentives for Participants</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$1787.5</td>
<td></td>
</tr>
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</table>

**Designation of Roles:**

**Minute Taker - Ariel True**

**Agenda Maker - Lee Fink**

**Time Keeper - Crystal Trauner**

**Conflict Manager - Kayla Heller**
Appendix 1: Team Organizational Chart

* = subteam leader

Team Leader: L. Fink
IPRO Advisor: J. Braband

Educational Development Subteam
- M. Aldana *
- A. True

Recognizing Individuals Subteam
- K. Heller
- C. Trauner
- T. Prabhakar*
- L. Fink

Funding & Sustainability Subteam
- K. Rhee *
- S. Brenecki
- M. Mohring
- E. Gruchalski

A. True
K. Heller
T. Prabhakar*
L. Fink
K. Rhee *
S. Brenecki
M. Mohring
E. Gruchalski
Appendix 2: References

- Big Read: http://www.neabigread.org/program_history/
- South Shore Arts Organization: http://www.southshoreartsonline.org
- Play-Well Organization: http://play-well.org
- After School Matters: http://www.afterschoolmatters.org/about
- Boys and Girls Club: http://www.bgca.org/whywecare/Pages/ClubsAndCommunities.aspx