

Partnering program, the premise is both simple and brilliant: A local business contracts with GBHS media students to produce a customized professional video (win). In return, the business makes a tax-deductible donation for a classroom iMac, thus paying a fraction of what this type of video production costs elsewhere (win). And the students not only get to use the iMac at the film industry standards, they gain real-world commercial film-making experience (sweetest win of all).

"The challenge is these are high school students-and companies think, 'Can they really hit the target?" says Weidkamp, who is passionate about his students gaining a professional portfolio before

ormally called the Client through the motions so (you) can write a check and make a donation."

> In fact, GBHS Media Productions has the ability to do aerial cinematography, promotional video and commercials, digital animation, cinematic filming, live broadcast and events. Meaning Weidkamp's students can create any type of video for any type of business. "We want clients to feel like it's worth it," says Weidkamp.

"It might be filming an event, so it's 20 minutes long and we are mainly producing titles; or maybe it's a five minute promo with lots of editing."

GBHS Media has a growing list of interested businesses and has already produced videos for Caltrans and California High Speed Rail. Both of these projects were brokered by Sam they graduate. "But I can tell Hassoun, president of Global you, you will be able to use this Leadership Alliance (GLA), a product. We are not just going consulting firm that special-

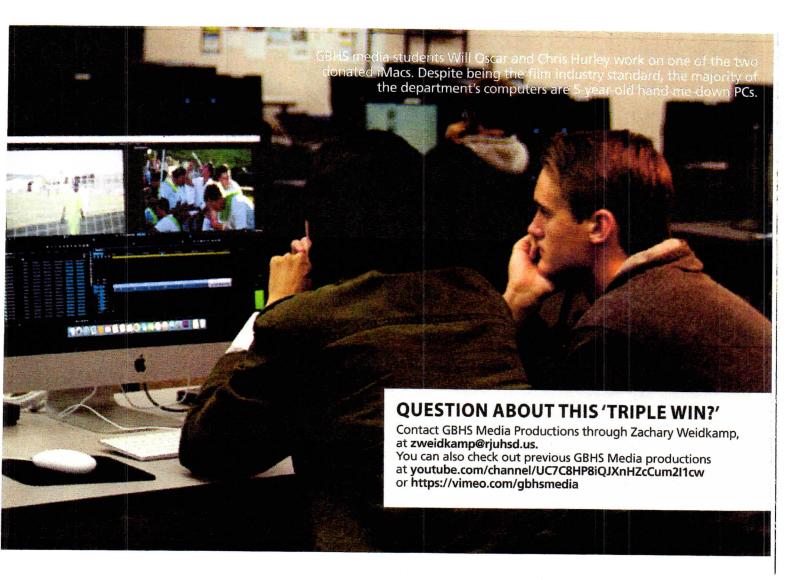
izes in partnering, mediation have a lot of money [yet]," and dispute resolution.

"The three Caltrans videos are on their government website," says Hassoun, who is also the father of a GBHS media student. "And the High Speed Rail video has been used successfully in several ways...so we hope to bring more of our clients to the (high school) program."

Another big plus for business? It makes sense financially. The cost of donating an iMac is around \$2,100 and is not only tax deductible but a bargain compared to the going rate for a professionally produced film. An "explainer video" that start-ups need before they can even begin trolling for funding, for example, often costs 10 times this amount. "A Kickstarter campaign is what you need to get money — which means you don't

agrees Hassoun. "But an iMac is not a lot of money. And it's tangible - we didn't have to just write a check and wonder what the school did with it. We bought the computer, we had it shipped here."

Donors are also honored permanently in the media classroom with a donor wall plaque (including the company name and logo), as well as an iMac plaque, mounted



donation purchased. And the iMacs are critical,

Weidkamp believes, to his students' future film careers. "Macs are the dominant indusmedia — video and film, music production, advertising," he explains. "The (school) district doesn't want to purchase Macs because they can't support them, don't have people to work on them, which I understand. But students will ose out on internships — will lose out on jobs because they don't know how to use the (industry standard)."

His students' future success as filmmakers is in fact what this is ultimately all about. Weidkamp's been urged to cut to the chase: Why not

right on the computer their just put out the word to GBHS parents and have them hand you the iMac money, make cash donations? But he argues that removes the professional component for the kids. "The try standard in pretty much all client gets a high quality vid-

also really diversifies the students' experience." To produce a video for actual living, breathing business clients goes well beyond simply completing a classroom assignment for a

eo," says Weidkamp. "But it grade. "Students here want to have a real-world application," he adds. "Kids (already) have access to cameras and editing software, so when they come into this media program, they need to be challenged."

