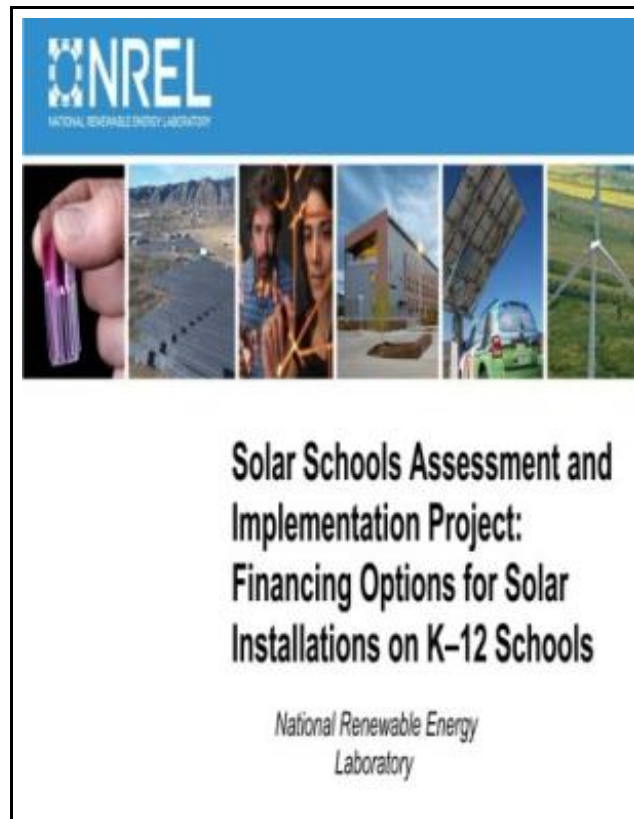


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Createspace Independent Publishing Platform, United States, 2014. Paperback. Condition: New. Language: English . Brand New Book ***** Print on Demand *****. Solar energy systems installed on public schools have a number of benefits that include utility bill savings, reductions in greenhouse gas emissions (GHGs) and other toxic air contaminants, job creation, demonstrating environmental leadership, and creating learning opportunities for students. In the 2011 economic environment, the ability to generate general-fund savings as a result of reducing utility bills has become a primary motivator for school districts trying to cut costs. To achieve meaningful savings, the size of the photovoltaic (PV) systems installed (both individually on any one school and collectively across a district) becomes much more important; larger systems are required to have a material impact on savings. Larger PV systems require a significant financial commitment and financing therefore becomes a critical element in the transaction. In simple terms, school districts can use two primary types of ownership models to obtain solar installations and cost savings across a school district. The PV installations can be financed and owned directly by the districts themselves. Alternatively, there are financing structures whereby another entity, such as a solar developer or its investors, actually own and operate the PV systems on behalf of the school district. This is commonly referred to as the third-party ownership model. Both methods have advantages and disadvantages that should be weighed carefully.



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