

Credit Union School Branch Handbook

*A How-to Guide for Establishing a
Student Credit Union Branch*



In-School Credit Union Branches: How-To

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Purpose and Objectives

The purpose of an in-school credit union branch program is to assist young people in the development of personal finance and employability skills.

Objectives of an In-School Branch

- ◆ To create an educational environment in which young people will have hands on experience in a financial setting.
- ◆ To increase the knowledge of today's youth regarding financial products and services.
- ◆ To create a new generation of savers by showing the importance of setting realistic savings goals by offering age appropriate savings programs.
- ◆ To provide a supplement to current math, computer, and social skills through experiences learned while working as a volunteer in the school credit union branch.
- ◆ To teach the student volunteers life long employment skills such as organization, human relations, cash handling, teamwork, etc.
- ◆ To introduce the importance of building a relationship with a financial institution.
- ◆ To provide the credit union with a foundation for future membership.

Success Stories

Story #1:

CP Federal Credit Union, Jackson, Michigan

Contacts: Kelly Hatler and Susan Young

CP Federal Credit Union in Jackson, Michigan has been committed to investing in the youth of their community since 1991 with their in-school credit union branches. The first CP Federal school branch opened in an elementary school in 1991. The program has since grown to 36 student-operated branches in the Jackson area schools. Five full-time Youth Representatives travel to the schools each day to supervise the branches and educate students from kindergarten through high school on the benefits of credit union membership and careers. The branches are operated one day a week for various lengths of time depending on each school's individual needs. A CP Federal Credit Union staff member is always on site to supervise the operation. One key element in the success of this growing youth program is the continued support and commitment to student education from the credit union's senior management and Board of Directors. This program is an investment which will provide a stable, lucrative membership base for the credit union in the future.

Story #2:

Royal Oakland Community Credit Union

Contact: Rose Evers

Royal Oakland Community Credit Union (ROCCU) established a relationship with the Royal Oak Schools in 1989 by conducting classroom presentations on personal finance. After a member analysis showed signs of an aging membership, the Board of Directors and senior management recognized the need to educate and reach the youth market. ROCCU revised their mission statement in 1991 to reflect their commitment to youth financial literacy. In December of 1993, ROCCU opened its two high school branches. The students who help operate the branches are employed by ROCCU and receive school credit for their participation in the branch. The credit union brought a business teacher on staff as an Education Specialist in 1994 to oversee the school branch operations and classroom involvement. In 2000, ROCCU opened its first elementary branch at Whittier Elementary in Royal Oak. The high school branches are open three days a week from 11:00 a.m. to 1:00 p.m. and the elementary branch is open one day a week for two hours. ROCCU's success is contributed to the enthusiasm of their board, management and staff.

Story #3:

Community Financial, Plymouth, Michigan

Contact: Natalie McLaughlin and Beth Troost

Since 1991, Community Financial has been committed to educating the youth of southeast Michigan by establishing in-school credit union branches. The program began with the opening of one elementary branch in 1991 and has since grown to five school districts with student credit unions at each level of elementary, middle and high school. Services available at the branches include deposits and withdrawals and a credit union staff member is present to supervise the operation. Students participating in Community Financial's school programs are encouraged to establish positive savings habits and handle their money wisely with contact through classroom presentations and student-run credit unions. The key to Community Financial's success is not only the support from management but also the hard work of the staff. Research conducted by Natalie and Beth shows how an in-school credit union branch program corresponds with the Michigan Department of Education Career and Employability Skills Benchmark requirements.

Do Your Homework!

Researching School Branch Options

❖ Contact credit unions with existing student branch programs

- Potential questions to ask:
 - How do you make contact with the school?
 - Do the students fall in your field of membership?
 - Does the school staff fall in your field of membership?
 - Do you service both the students and staff within the school?
 - What is your physical branch set up? (location, equipment, computer access, etc.)
 - Security issues? (money transportation and storage, confidentiality, etc.)
 - What is the minimum balance requirement for the students? (same as regular membership or lower)
 - What transactions are conducted at the student branch? (deposits only or combination of services)
 - What type of limits do you place on deposits, withdrawals or check cashing?
 - What are the hours of operation?
 - What positions are offered to the students? (voluntary or compensation)
 - How many students operate the branch?
 - How do you select the student staff?
 - Are student accounts closed at the end of the school year?
 - What pitfalls did you encounter?

❖ Contact participating schools through referrals from credit union sources

- Potential questions to ask:
 - What benefits has the student credit union branch brought your school?
 - What skills do you feel the students are learning by participating in the student branch?
 - Has the school experienced any security issues related to the student branch?
 - Would you recommend the student branch program to other schools?

❖ Online Research (Appendix A-1)

- CUNA Website
 - www.cuna.coop
 - Use to locate other in-school branch operations
 - Use to record your in-school branch information
 - Locate Youth Education page to find on-line directory
- MCUL Family Involvement Council Website
 - www.fic.mcul.org
- NYIB (National Youth Involvement Board) Website
 - www.nyib.org

Preparing a Proposal for Your Upper Management and/or Board of Directors

- ❖ **Know your audience**
- ❖ **Anticipate and be prepared to encounter questions as well as objections**
 - Staffing issues
 - Hours of operation
 - Cost of program operation
 - Marketing issues
 - Pros and cons of the program
- ❖ **Develop the format of your presentation (i.e. Power Point, Charts, etc.).**
- ❖ **Present your findings:**
 - Benefits of a student branch program – Include benefits to the credit union, the community, the youth involved, the schools, etc.
 - Statistics - Provide positive statistics from credit unions with established programs and other youth related research projects.
 - Membership retention
 - Transaction counts
 - Student participation figures
 - Dollars on deposit
 - Dollars on loan
 - Stats on family members
 - Stats from CUNA's annual Environment Scan
 - Competitive analysis - Find out what other financial institutions in your community are doing, if anything, to educate youth in the area of personal finance and career preparation.
 - Cost analysis
 - Equipment – computer, cash boxes, office supplies and all materials for branch operation.
 - Staff – salaries and compensation.
 - Marketing – contests, promotions, etc.
 - Share success stories – Include quotes from credit unions with successful programs, especially those similar to your proposed operation.

Considering Regulatory Issues and Self-imposed Restrictions

- ❖ **Minimum share requirements for students (check your league regulatory department)**
- ❖ **USA Patriot Act compliance and other regulatory issues**
 - Use same procedures as with general membership

- ❖ **Cash handling procedures**
 - Set limits for cash transported to the branch location
 - Set deposit and withdrawal policies
 - Procedures are determined by the credit union and participating school
- ❖ **Student membership eligibility**
 - Verify membership requirements for students
 - Non-community chartered credit unions may expand field of membership to include schools/organizations
- ❖ **Bonding issues and liability**
 - Refer to your credit union's bonding policies
 - For liability information, check with your credit union's insurance policy

Establishing a Partnership for Education

- ❖ **Make contact with your chosen school via personal visit, letter or a phone call to discuss your desire to establish a partnership in education. (Appendix B-1)**
- ❖ **Set up initial meeting with school contact person(s).**
 - Give an overview of your proposed program.
 - Show the benefits of the program to the students, the school, and the community.
 - Show how the in-school branch program provides hands-on learning which meets many of your state's curriculum standards and benchmarks. **(See Appendix A-1 for benchmark web-site link. See Appendix B-2 for Michigan Benchmark Sample)**
 - Share success stories of similar programs.
 - Set up a follow-up meeting to discuss the implementation of the proposed program.
- ❖ **Conduct a follow-up meeting with all involved credit union and school staff.**
 - Discuss issues such as:
 - eligibility requirements – the school may have to submit a formal request letter to NCUA for student/staff eligibility. **(Appendix B-2)**
 - service to the school staff.
 - potential age/grade level to participate in program.
 - potential age/grade level to operate the student branch.
 - savings incentive programs.
 - transaction types (deposits, withdrawals, check cashing etc.).
 - cash limits.
 - liability concerns.
 - defining the allocation of partnership expenses and/or responsibilities (credit union vs. school commitments).
 - computer line capabilities for online transactions.
 - possibility of parent volunteers.
- ❖ **Finalize partnership with school (Appendix B-3 & B-4)**

- ❖ **Continue correspondence with school contacts to further establish the school branch structure.**
- ❖ **Be flexible! Business schedules and agendas sometimes differ greatly from the schedules and agendas of the schools.**

Structuring the Logistics of Your In-school Branch Operations

- ❖ **Set up the branch operations:**
 - Student branch operating times
 - Before, during, or after school?
 - During class time, lunch time or scheduled break times?
 - How many days per week?
 - How many hours per day?
 - Location of student branch - Negotiate a location with your school contact.
 - Library, lunchroom, hallway, empty classroom, etc.
 - Permanent set-up, portable set-up, or combination
 - Equipment and general operating supplies
 - Laptop for on-line processing
 - Pull carts to transport operating materials
 - Calculators with print function (handheld or desktop)
 - Office supplies (pens, staplers, highlighters, etc.)
 - Cashboxes
 - Receipt pads
 - Cash bags
 - Bookkeeping binder
 - Teller balancing record
- ❖ **Create supporting materials and documents for all branch operations**
 - Cash balancing forms (**Appendix C-1**)
 - Bookkeeping records (**Appendix C-2**)
 - Attendance records (**Appendix C-3**)
 - Student transaction receipts (**Appendix C-4**)
 - Policies and procedures

Student Volunteer Information and Issues

- ❖ **Student volunteer positions and responsibilities**
 - What volunteer positions will be available to the students (i.e. teller, bookkeeper/accounting clerk, computer operator/data entry, branch manager/team leader, assistant branch manager, marketing teams etc.)?
 - Clearly define position responsibilities.
 - Determine the number of each volunteer position available.
 - What process will be used for filling the school branch positions?

- Determine the number of student shifts to operate your school branch (i.e. one shift working every time or more shifts alternating).
- ❖ **Typical student volunteer selection process**
 - Create volunteer position materials:
 - Position descriptions (**Appendix D-1**)
 - Applications (**Appendix D-2**)
 - Interview questions/evaluation form (**Appendix D-3**)
 - Volunteer expectation/confidentiality forms (**Appendix D-4**)
 - Letter of congratulations or regret (**Appendix D-5 & D-6**)
 - Training materials (**Appendix D-7**)
 - Conduct presentations in all classrooms chosen to staff the school branch. Include topics such as:
 - Volunteer position specifics – the application process, interview process, and selection process
 - Membership and savings program information
 - Set the deadline for accepting volunteer applications.
 - Pick up the applications and post an interview schedule.
 - Conduct volunteer interviews.
 - Make final decisions on student volunteer staff based on application and interview process as well as teacher recommendations.
 - Notify students with letter of congratulations or regret.
 - Schedule student volunteer training.
 - Complete training with all volunteer staff.

Student Membership Information and Programs

- ❖ **Conduct classroom presentations to promote membership**
Suggested topics to include:
 - General credit union philosophy
 - Membership information
 - Savings program information
 - Safe cash handling
- ❖ **Provide membership application and materials**

Marketing Your In-school Branch

- ❖ **Communicate information regarding your program to school staff.**
 - Buy-in from the teaching staff is an important factor in operating a successful in-school branch.
 - Supportive teachers will help you market the program to the students in their classrooms.

- Attend staff meetings (especially at the beginning of each school year) to share information.
- Keep contact teachers informed of all program activities.
- Recognize teachers and principals who give outstanding support to your program.
 - Teacher/Principal Appreciation Dinner
 - Certificate of appreciation (**Appendix E-1**)
 - Gifts bearing the credit union logo
- ❖ **Utilize marketing avenues in the school. Assign advertising tasks to the students:**
 - Creating signs and posters to distribute throughout the school.
 - Writing informational and fun announcements to be broadcast on daily announcements.
 - Creating and performing skits while visiting classrooms or broadcast on video announcements.
 - Write articles for school newsletters, bulletins, and newspapers.
 - Provide information for school calendars.
 - Advertise and/or publish articles in school yearbooks, newspapers, and parent newsletters.
- ❖ **Organize a partnership kick-off assembly at the beginning of each school year.**
 - Invite key individuals such as credit union management and board members; school board members, and parents.
 - Hold a partnership certificate signing to formalize the partnership at your first assembly. (**Appendix B-4**)
 - Get the students involved by introducing your credit union volunteers.
 - Have prize giveaways.
 - Introduce contests and kick off savings programs.
- ❖ **Attend school functions and activities where there is a family and community member involvement.**
 - Open houses
 - Carnivals
 - College prep nights
 - Career prep events
 - Parent meetings (PTA, PTO, etc.)
 - Orientations
 - Picnics
- ❖ **Provide tours of your credit union to students and staff.**
- ❖ **Offer age appropriate savings programs.**
- ❖ **Offer incentives for using the in-school branch:**
 - Contests
 - Prizes and giveaways (make sure your CU's name is imprinted on some)
 - Treats for depositing
 - Incorporate special credit union events such as: Credit Union Youth Week, International Credit Union Day, etc.
- ❖ **Participate in career preparation activities in your community:**

- Career fairs
- The Reality Store
- Take Your Child to Work Day
- Conferences
- Job shadowing
- ❖ **Coordinate additional classroom presentations:**
 - Read stories related to money and saving
 - Hands-on money related activities (identifying, counting, & sorting)
 - Checking accounts
 - Credit basics
 - Budgeting
 - NEFE High School Financial Planning Program
 - The more you are able to visit the classrooms, the more exposure your credit union will receive.
- ❖ **Offer additional programs and products such as:**
 - **Youth Oriented Checkbook Program**
 - Credit union rep conducts classroom lessons on checking account information.
 - Students may write checks at school to pay for lunch, school store items, book orders, popcorn, and other school activities and functions.
 - Credit union rep collects the checks each week while operating credit union and pays each school organization from the student's checking accounts.
 - **Youth Goal-oriented Savings Products**
 - Education
 - Auto
 - Home
 - Christmas
 - Vacation
 - **Youth Loans**
 - Student VISA cards
 - Small loans for school related items such as: prom, class rings, etc.
 - Share secured loans

Year-End Wrap Up

- ❖ **Wrap up all savings programs.**
 - **Suggestions:**
 - Create a certificate of achievement for each participant (**Appendix F-1**)
 - Attend year-end awards assemblies to recognize students who have achieved the criteria required to receive a certificate and/or prize
- ❖ **Recognize student volunteers.**

- **Suggestions:**
- Create certificates of recognition (**Appendix F-2**)
- Attend year-end awards assemblies to recognize all student volunteer's efforts
- Give each volunteer a gift from the credit union
- Hold a pizza party
- Hold a skating event at your local skating arena
- Rent lanes at your local bowling alley
- Hold a recognition event at your credit union
- ❖ **Recognize contact teachers and principals.**
- **Suggestions:**
- Organize an event such as a dinner
- Show your appreciation with a gift
- Present them with a certificate of recognition at the school awards assembly (**Appendix E-1**)
- Use your imagination

Tracking Your Progress

- ❖ **Tracking the progress of your in-school branch program allows you to monitor:**
- the effectiveness of your program;
- the profitability of your program;
- the need to offer additional services to your youth membership as they mature;
- staffing needs to accommodate growth in educational partnerships.
- ❖ **Ideas for tracking your progress:**
- Research your computer system's capability to segregate student accounts from regular membership accounts for tracking purposes.
- Track family members who join the credit union due to a student member relationship.
- Keep manual records if possible.
- ❖ **Information to track:**
- Transaction summary per school (**Appendix G-1 & G-2**)
- Year-end deposit and loan summary (**Appendix G-3**)
- Penetration – credit union members compared to school population

Sample Forms and Documents

Appendix A: Researching School Branch Operations

- **A-1 Youth Education Resources**

Appendix B: Establishing a Partnership for Education

- **B-1 School Contact Letter**
- **B-2 Michigan Benchmark Sample**
- **B-3 SEG Letter to NCUA**
- **B-4 Letter of Acceptance – School SEG Membership**
- **B-5 Partnership for Education Certificate**

Appendix C: Structuring In-School Branch Logistics

- **C-1 Cash Balancing Form**
- **C-2 Bookkeeping Worksheet**
- **C-3 Attendance Worksheet**
- **C-4 Student Transaction Receipts**

Appendix D: Student Volunteer Information & Issues

- **D-1 Volunteer Position Description**
- **D-2 Volunteer Position Application**
- **D-3 Interview Question/Evaluation Form**
- **D-4 Volunteer Agreement**
- **D-5 Letter of Congratulations**
- **D-6 Letter of Regret**
- **D-7 Volunteer Training Outline**

Appendix E: Marketing Your In-School Branch

- **E-1 School Liaison Certificate of Appreciation**

Appendix F: Year-end Wrap Up

- **F-1 Savings Program Certificate of Achievement**
- **F-2 Student Volunteer Certificate of Recognition**

Appendix G: Tracking Your Progress

- **G-1 Weekly Transaction Summary**
- **G-2 Year-end Transaction Summary**
- **G-3 Year-end Overall Deposit and Loan Summary**

Appendix A:
Researching School Branch Operations

A-1: Youth Education Resources

Michigan Credit Union Leagues Family Involvement Council – www.fic.mcul.org website packed with information on full family marketing.

CUNA – Credit Union National Association

Web site: www.cuna.coop or www.cuna.org. Click on CUNA's site and go to "youth education" in the lower right corner. The following can found on that site:

Programs & Products and Resources For Youth

- NEFE High School Financial Planning Program® (HSFPP) – It's free to credit unions, teachers and students.
- Lesson Plan: Managing and Balancing a Checking Account – Free!
- [Googolplex: The CU Guide for Student Moneymakers](#) -- online youth magazine
- [Guide to Money](#) booklet for teens and young adults
- [Save, Spend, and Share](#) coloring book and "Adventures in Savings" activity book
- [Statement Stuffers](#)
- [National Credit Union Youth Week, April](#) – Resources and ideas
- Desjardins Youth Financial Literacy Awards – Information and nomination forms
- Student-Run Credit Union Branches – National online directory of credit unions with in-school branches. (Add yours today!)
- Youth Education & Marketing Information
- [Savingleen](#) -- Youth education articles
- [2001 Youth and Seniors Marketing Survey Report](#)
- [Marketing Across the Generations: Youth](#) -- book
- [Youth Financial Literacy: Preparing Youth for Financial Responsibility](#) -- hand book

Links to Affiliates & Partners Serving Youth

- [National Youth Involvement Board Network www.nyib.org](http://www.nyib.org) – information on classroom presentations, annual conference information, list serve and other contact information
- [Jumpstart Coalition for Personal Financial Literacy - www.jumpstart.org](http://www.jumpstart.org) – clearing house of free educational materials
- [National Endowment for Financial Education](http://www.nefe.org) -- www.nefe.org
CUNA's partner for the High School Financial Planning Program (HSFPP)

State Benchmarks can be found at <http://edstandards.org/Standards.html>

Appendix B: Establishing a Partnership for Education

B-1: School Contact Letter



3070 Normandy Road
Royal Oak, MI 48073
Phone: (248) 549-3838
www.roccu.org

Sept 28, 1999

Dear Teacher,

As the school year is now in full swing, you may be looking for some outside resources to help reinforce classroom lessons or to bring new material to your classroom. Our Credit Union has made a commitment to education in our community and we like to help you in your endeavors. We have built educational partnerships with the Royal Oak Neighborhood Schools and would like to do so with your school too.

I have done classroom presentations from business Ethics to Wise use of Credit. These presentations can be customized to fit your classroom needs. Enclosed is a brochure that list more of the classroom presentations and programs we have developed and some background on Royal Oakland Community Credit Union.

Please feel free to call me to discuss what we can do for you and your students. We look forward to working with you.

Cooperatively,

Rose Evers,
Education Specialist
Extension 307
Revers@roccu.org

B-1 Continued: Extended Information sent with a letter.

Credit Union School Branch Program

Presented to Sault Area Middle School

September, 2003

Presented by: Mary Carlson
Member Education Coordinator
Soo Co-op Credit Union
536 Bingham Ave.
Sault Ste. Marie, MI 49783

SECTION I

INTRODUCTION

A. Philosophy

The Credit Union School Branch Program is an extension of our credit union philosophy of people helping people. Nationally, credit unions have made a commitment to developing youth programs and to training our young people for good career opportunities. It is an opportunity for our credit union to take the lead in assisting our school systems with the education process. Its ultimate goal is an improved education process that utilizes the joint resources of both the local schools and the credit union. America needs to rejuvenate its work force and pump new blood into its labor market. Our nation's credit unions can certainly find a place in this process. This program allows credit unions to make a contribution to help meet the social, moral and economic needs of our communities, states and nation.

B. Purpose

The Credit Union School Branch Program is an innovative approach in business education, teaching students the basic principles and practices of the Financial Services Industry. Those students who work in the Credit Union School Branch Program will develop a deeper understanding of how financial institutions operate. They will receive training in credit union operations while learning specific job skills. This approach should help keep the students invested in learning, and committed to staying in school. Also, this approach allows some students an alternative...an opportunity to get training for a job that might not have seemed a possibility for them before, possibly a career in credit unions or banking. This program offers students an opportunity to learn, participate, and work with confidence along side credit union professionals.

C. Goals

Today, with the earnings gap between students with business occupational training and students without such training getting wider, the unskilled student worker is being left out. A student must be able to perform tasks useful to the business community in order to be employable. The possibility of a rewarding, well paying job is there for those who plan ahead.

In many cases students would often benefit from the business training and practical experience gained in school no matter what grade. The Credit Union School Branch Program can benefit both the college and non-college bound student. It could be a tool used to help students help themselves. A student could benefit by either classroom participation to further understand the basics of financial products and services; or through the hands-on lessons learned in the school branch itself. In conclusion, the Credit Union School Branch Program has been designed to function as a partnership between the community and Soo Co-op Credit Union. Working together for the benefit of our students today, who will be our leaders tomorrow.

SECTION II

PROGRAM BENEFITS

A. Students

This program is a unique way for students to continue in their school environment while gaining an insider view of the working of the financial services industry.

Each student will be taught the basics of teller operations and member services to acquire the same skills required by the credit union for its own professional staff. This training provides the student with a sense of pride that he or she is also a professional. The student will begin to develop job skills that improve his/her self esteem. These skills include: the responsibilities accorded with handling cash, confidentiality, professionalism, computer skills, behavior in a business environment, improved communication skills as he/she is required to deal not only with their fellow students but also teachers and administrators. Hopefully, the experience will culminate in the student acquiring the ability to become a better consumer and improve the chances for employment in the Financial Services Industry.

On the academic side of the coin, the student in the classroom will be provided with practical financial information. Classroom education which will address the principals of financial services such as savings accounts and their use, identifying the varying types of financial institutions (and their origins), consumer lending, guest speakers and more, all amount to a well-rounded course offering.

B. Community

The community and its school system are both to enjoy many additional advantages. With this program there begins an improved and long term involvement between business and the school system. This allows the schools to better prepare their students with “real world” experience. The program provides the opportunity to improve and upgrade the schools offering at no cost to the school system, at the same time allowing the school system to address the individual financial needs of its students. With the full support of the school administration, faculty and students, the program will help increase school pride and school spirit. The addition of a banking course to the curriculum will also bring more students into contact with the program. This should continue to generate interest and curiosity and help the program within the school. Parents are always delighted to find that their children are being provided with additional educational programs. Very often parental awareness of the programs will help to bring students to increase their involvement.

Business community involvement with the local school district benefits the community, the students, the school district, and the credit union.

SECTION III

CURRENT STUDENT BRANCHES

Bahweting School

JKL Credit Union
1301 Marquette Ave.
Sault Ste. Marie, MI 49783

Brimley Elementary School

Brimley Colts Credit Union
7134 S. M-221
Brimley, MI 49715

Brimley High School

Brimley Youth Branch
7131 S. M-221
Brimley, MI 49715

Bruce Twp. Elementary School

Bruce Twp Rockets Credit Union
3199 E 12 Mile Rd
Sault Ste. Marie, MI 49783

Cedarville Elementary School

Trojan Credit Union
M-134
Cedarville, MI 49719

Cedarville High School

Cedarville Youth Branch
M-134
Cedarville, MI 49719

Malcolm High School

Malcolm High School Credit Union
460 W. Spruce St.
Sault Ste. Marie, MI 49783

RJ Wallis Elementary School

RJ Wallis Credit Union
Country Club Dr.
Kincheloe, MI 49788

Sault Area Middle School - New

Youth Branch
684 Marquette, Ave.
Sault Ste. Marie, MI 49783

Soo Twp. Elementary School

Soo Twp. Tigers Credit Union
5788 S M-129
Sault Ste. Marie, MI 49783

St. Mary's School

Trinity Credit Union
360 Maple St.
Sault Ste. Marie, MI 49783

Washington Elementary School

Washington Wildcats Credit Union
1200 Ryan Ave.
Sault Ste. Marie, MI 49783

SECTION IV
RESPONSIBILITIES

School:

- Provide appropriate space
- Provide appropriate support for program within student and faculty marketing outlets (i.e. school newsletter etc), positive reinforcement of benefits of program to students, staff and parents.
- Provide staff member to serve as key contact person/program coordinator assist with student employees selection process

Credit Union:

- Provide completely equipped facility to meet the needs of operating a CU branch office: Teller terminals, printers, communications equipment, DP network interface support, teller counter, forms, supplies, etc.
- Train students in operation of financial institution branch office
- Provide adequate bond and liability to cover CU interests in branch
- Offer services agreed upon at branch office
- Work to ensure integrity and long-term viability of program
- Provide feedback to school administration as to progress/success of branch

B-2: Michigan Benchmark Sample

Student Credit Unions: An Educational Partnership

Michigan’s vision for K-12 education states in the **Michigan Curriculum Framework** that “all students will engage in challenging and purposeful learning that blends their experiences with content knowledge and real-world applications in preparing for their adult roles”.

The Student Credit Union program provides hands-on learning that fits in with many of the **Benchmarks and Standards for Michigan School Curriculum:**

Mathematics-

- A mathematically powerful individual should be able to:
 - Communicate mathematically
 - Problem solve using mathematics and
 - Make connections between mathematics and other fields (real world applications)
- Standard III: Provides real world data for students to use in the development of the concept of data and statistics to analyze transactions with graphs, charts, etc.

SOCIAL STUDIES- STANDARD IV. ECONOMIC PERSPECTIVE

- Standard IV.1: Individual and Household Choices: management of personal finances for all student volunteers and student members
- Standard IV.3: Role of Government in regulations in financial institutions
- Standard IV.4: Economic Systems: experience the role of a financial institution and the relationship between it and households and government
- Standard IV.5: Trade: Exchange of services and currency

CAREER PREPARATION AND EMPLOYABILITY SKILLS

- Apply mathematical reasoning to workplace situations (making change, balancing)
- Career Planning- using work-based experiences to identify goals and interests
- Personal Management-responsibility, self-management and ethical behavior
- Organizational Skills-identify, organize, plan and allocate resources (time and money).
Human Resources-describe strengths in job application and interview
- Teamwork-work cooperatively; exercise leadership, teach others, serve customers, contribute to group effort.
- Using Technology-using computer applications to input account transactions
- Using Employability Skills-gaining skills to prepare for future employment



Your School's Letter Head

*****Your request letter should be addressed to (The Chairman of the Board) and contain the information as described below*****

(Date)

**(Chairman's Name)
Chairman of the Board
(Credit Union)
(Address)**

Dear (Chairman's Name):

Please accept this letter as a request for membership for (school name) students into (Credit Union Name). Our school does not have the resources available to employ someone full time with financial management expertise to start a credit union in our school. We are very interested in establishing a credit union branch that will be run by the students under the supervision of your staff. We feel that this will be a great benefit for our students, not only do they receive financial guidance, but the students who work in the credit union will receive on the job training, including interviewing processes and job expectations.

Our students are not currently affiliated with another credit union. We understand that our faculty and support staff would not qualify for membership, or if they did qualify under your current field of membership, could not transact their credit union business at the school.

We have approximately (#) students registered at (school name) located in (City, State), however all (#) may not desire to participate in the Partnership in Youth program at (school name).

Sincerely,

**(Name)
(School Name, Principal)**

B-4: Letter of Acceptance – School SEG Membership



CP Federal Credit Union
STUDENT POWERED
CREDIT UNIONS

August 23, 2004

[Click **here** and type recipient's address]

Dear Sir or Madam:

On behalf of the staff at CP Federal Credit Union, I would like to WELCOME the students of (**School Name**) as part of our membership through our Partnership in Education program. Our Youth Representatives are looking forward to creating a lasting partnership with you and your staff to provide your students with vital life skills relating to financial matters and career preparation.

The goal of the youth program at CP Federal is to nurture the young people of our community into financially productive adults. Ways in which we hope to accomplish this include:

- ♦ offering hands-on financial experiences through the school credit union branch;
- ♦ offering age appropriate financial products, services, and savings programs;
- ♦ offering educational tours of the CP Federal Credit Union main office focusing on financial institution careers;
- ♦ conducting educational classroom presentations on various money management topics;
- ♦ participating in school functions such as open houses, career days, job fairs, etc.;
- ♦ providing employability skills to the student volunteers while operating the school branch.

Should you have any questions, please feel free to contact your school representative, (_____). You are also welcome to contact Kelly Hatler, Senior Youth Representative by phone at 784-7101 ext. 6285 or by e-mail at khatler@cpfederal.com. Once again, we would like to welcome the students of (**School Name**) to the membership of CP Federal Credit Union. We are excited to be working with you!

Sincerely,

John Crist
President/CEO



Main Office
1100 Clinton Rd.
Jackson, MI 49202-2088
Phone 517.784-7101
Fax 517.784-3737

Branch Office
2055 Spring Arbor Rd.
Jackson, MI 49203
Phone 517.784-7101
Fax 517.784-0155

Brooklyn Pamida Branch
400 S. Main St
Brooklyn, MI 49230
Phone 517.592-9320
Fax 517.592-9323

Parnall Country Market Branch
1210 W. Parnall Road
Jackson, MI 49201
Phone 517.784-1362
Fax 517.787-4654

Parma Branch
124 Main St.
Parma, MI 49269
(517)531-3299

www.cpfederal.com

B-5: Partnership for Education Certificate



Partnerships For Education

Royal Oakland Community Credit Union and the Royal Oak Neighborhood Schools
Partnership Commitment

ROCCU and the Royal Oak Neighborhood Schools assume the position that “A Partnership for Education is a formal voluntary relationship between a community sponsor and a school entity for the support and enrichment of the education process. Partnerships meet the needs and utilize the resources of the school entity and the community sponsor for the benefit of both. Partnerships for Education promote educational opportunities, develop a better trained work force and strengthen the economic system. They create improved communications and understanding between schools and their communities. Partnerships strengthen the bonds of the community as a whole.”

It is , therefore, the intent of this 16th day of May, 2000, that the Royal Oakland Community Credit Union and the Royal Oak Neighborhood Schools recognize the importance of educational partnerships and formalize an Adopt-a-School- arrangement between Whittier Elementary and The Royal Oakland Community Credit Union. The activities resulting from the adoption will be agreed upon by the principal of Whittier and an appointed representative of Royal Oakland Community Credit Union.

School Superintendent

Credit Union Representative

President of Board of Education

School Principle

Appendix C: Structuring In School Branch Logistics

C-1: Cash Balancing Form

CP Federal Credit Union Student Teller Blotter		
Date _____		
Teller Number _____		
Denomination		Cents
Hundreds		
Fifties		
Twenties		
Tens		
Fives		
Ones		
CPFCU Checks		
Silver Dollars or Miscellaneous		
Half Dollars		
Quarters		
Dimes		
Nickels		
Pennies		
Total Cash		\$
Total Checks		\$
Cash Over		
Cash Short		

CP Federal Student Credit Union Teller Blotter		
Teller Number _____		
Date _____		
Denomination	Total Dollar Amount	Cents
Hundreds		
Fifties		
Twenties		
Tens		
Fives		
Ones		
CPFCU Checks		
Silver Dollars or Miscellaneous		
Half Dollars		
Quarters		
Dimes		
Nickels		
Pennies		
Total Cash		\$
Total Checks		\$
Cash Over		
Cash Short		
Teller Signature _____		

C-2: Bookkeeping Worksheet

Daily Bookkeeper Worksheet

Bookkeeper Name: _____ Date: _____ Shift# _____

Teller #1	Teller #2	Teller#3	Teller #4	Teller #5

C-3: Attendance Worksheet

Attendance and Balance Chart

Attendance Codes: P=Present, A=Absent, T=Tardy / Balance = Y or N

	Date	Date	Date	Date	Date
1 st Shift	/	/	/	/	/
	/	/	/	/	/
	/	/	/	/	/
	/	/	/	/	/
	/	/	/	/	/
	/	/	/	/	/
2 nd Shift	/	/	/	/	/
	/	/	/	/	/
	/	/	/	/	/
	/	/	/	/	/
	/	/	/	/	/
	/	/	/	/	/
	/	/	/	/	/

C-4 Student Transaction Receipts



**ROCCU-WHITTIER BRANCH
OFFLINE RECEIPT**



Date: _____ Acct # : _____

Name: _____

Deposited \$ _____

Authorized By: _____

Appendix D: Student Volunteer Information & Issues

D-1: Volunteer Position Description - Elementary



CP Federal Student Credit Union Volunteer Position Descriptions

Branch Manager/Director of Marketing:

- \$ Promote the Student Credit Union program in a positive and professional manner
- \$ Develop announcements, posters, bulletin boards and contest ideas
- \$ Help with all duties when necessary (will be trained for all positions)
- \$ Assist credit union representative when needed
- \$ Keep all supplies organized and filled when necessary

Assistant Branch Manager:

- \$ Post student member's transactions to their savings ledger
- \$ Assist student members with savings programs
- \$ Help keep all supplies organized and filled as needed and assist in end of shift clean up
- \$ Assist in all manager duties (see above)

Teller:

- \$ Assist members with account deposits/withdrawals by accurately and neatly recording information on receipts (each transaction must be verified with an accurate calculator tape)
- \$ Display good attitude and work well with others
- \$ Responsible for handling cash and balancing with the bookkeeper's figures

Bookkeeper:

- \$ Accurately and neatly record teller receipts in bookkeeper ledger and calculate shift end totals
- \$ Balance total figures with all tellers and computer operator
- \$ Assist computer operator if needed

Computer Operator:

- \$ Post all transactions from receipts (deposits, withdrawals, account transfers, and check cashing)
- \$ Provide account information when requested by member
- \$ Balance with bookkeeper totals

D-1: Volunteer Position Description – High School

General Description:

As a representative of the CP Federal Student Credit Union, you will be asked to promote the credit union in a positive and professional manner. You will also help implement programs to increase membership, as well as broaden the use of the credit union services in your school.

Specific Duties:

- ❖ Assist members
- ❖ Cash handling
- ❖ Bookkeeping
- ❖ Computer operations
- ❖ Write P.A. announcements
- ❖ Create promotional material (such as signs, posters, etc.)

Personal Qualities and Skills Needed:

- ❖ Honesty
- ❖ Excellent attendance
- ❖ Neat and clean appearance
- ❖ Personable and pleasant attitude
- ❖ Enjoy working with fellow students and adults
- ❖ Follow proper chain of command when a problem arises
- ❖ Understand the importance of proper cash handling procedures



D-2 Volunteer Position Application – Elementary only

Royal Oakland Community Credit Union
Volunteer Job Application

Name: _____

Address: _____

Telephone Number: _____

School: _____ Grade: _____ Teacher: _____

Parent(s) or Guardian(s) Name: _____

Position applying for 1st choice? _____ 2nd Choice _____

Why would you like to volunteer to work in the Whittier Branch?

Are you willing to be responsible for making up any work you may miss in class during the time you are working in the credit union branch?

Define confidentiality and how you think it would relate to you working at the Whittier branch.

Favorite subject: _____ Grade received: _____

Special awards: _____

Work experience (paper route, baby-sitting, lawn care, or snow removal, etc.):

Other activities (sports, hobbies, clubs, organizations etc.): _____

Name and address and phone number of an adult reference not living with you:

Parents and students: This program is on a volunteer basis. We hope you understand the commitment and responsibilities involved if selected for a student credit union position.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Teacher Signature _____ Date _____

Principal Signature _____ Date _____

Please complete this application and return to your teacher on or before October 25, 2002.

D-3: Interview Questions - Elementary

Interview Question/Evaluation Form

Name:

Date

Requested Position: 1st choice

2nd choice

Personal Information:

•School

Favorite class:

Least favorite class:

Responsibilities: (library aide, office assistant, safety patrol, class helper etc.)

Awards or special honors/accomplishments:

•Home

What do you do when your homework is done? (play with friends, watch TV, ride your bike etc.)

What are some of the responsibilities you would like to have and why?

What is your favorite activity you are involved with outside of school and home? Why? (volunteer, sports, church, piano lessons, etc.)

•Work

What qualities/skills/experience do you have that would make you a good:

•Branch Manager:

•Assistant Branch Manager:

•Computer Operator:

•Bookkeeper:

•Teller:

•What do you like about yourself?

•Number of absences during the past school year?

Summary:

Comment(s):

Communicates well?

Yes

No

Neat in appearance?

Yes

No

Maintained good posture/eye contact?

Yes

No

Completed application properly?

Yes

No

Recommendations: (list in order of 1st through 5th choice)

Branch Mgr.

Asst. Branch Mgr.

Teller

Computer Operator

Bookkeeper

Not Recommended

Comment(s):

D-3: Interview Questions – High School

Interview Question/Evaluation Form

Name: _____ **Date** _____

•School

Favorite class: _____ **Least favorite class:** _____

Responsibilities: (such as; library aide, office assistant, student class aide, etc.)

Awards or special honors:

•Home

What do you do when your homework is done? (work, play with friends, watch TV, ride your bike etc.)

What jobs are you responsible for around the house? Do you have a current job?

What other activities are you involved with outside of school and home? (volunteer, sports, church, clubs, etc.)

•Work

What qualities/skills do you have that can assist you with your duties in the credit union?

•What do you like about yourself?

•What do you consider your strongest assets?

•Why?

•What do you consider your weakest asset?

•Why?

•Number of absences during the past school year?

Summary:

	Comment's):	
	Yes	No
Communicates well?		
Neat in appearance?	Yes	No
Maintained good posture/eye contact?	Yes	No
Completed application properly?	Yes	No

Recommendations: (list in order of 1st through 5th choice)

Additional Comment(s):

D-4 Volunteer Agreement

Note: This is required for all selected student team members. (Revised 01/03)

'CU at School'^(sm.) Student Team Member Responsibilities and Exnpectations

- * Student Team Members are expected to be on time and ready to start working at their scheduled time.
- * Student Team Members will be friendly, courteous and professional in their duties to all in our school and local communities.
- * Student Team Members will wear their 'CU at School'^(sm.) T-shirt and name badge when working during their scheduled time. Their appearance should be neat and clean, to the best of their abilities.
- * Student Team Members will be careful with the money and member and credit union property they are handling, keeping it safe and secure at all times.
- * Student Team Members will follow the instructions of the Credit Union Supervisor in the discharge of their positions.
- * Student Team Members will perform the job to the best of their ability, take pride in their work, and ask questions that will help them be their best.
- * Student Team Members NEVER perform their own account transactions.
- * All personal information, account balances, deposit amounts, and account numbers are CONFIDENTIAL. Student Team Members will be instructed and expected to handle each transaction in a way that assures the member's privacy.
- * A 'CU at School'^(sm.) Student Team Member will accept responsibility for making up any missed class work due to the performance of his/her school branch duties. To continue to be a student team member, a student team member's class work and/or grades can not suffer.
- * Parent/Guardian signature will authorize Community Choice Credit Union and the 'CU at School'^(sm.) program to take and use photographs of student team members for appropriate educational partnership purposes such as publications, news releases, and training videotapes.

Student Team Member Acknowledgement

I, _____, have read and thoroughly understand the 'CU at School'^(sm.) Student Team Member Responsibilities and Expectations. I agree to follow these rules in my role as a student team member.

X _____ Date: _____

Parent/Guardian Acknowledgement

I, _____, parent or guardian of _____ have read and reviewed the 'CU at School'^(sm.) Student Team Member Responsibilities and Expectations with my child. I agree to these rules and will help my child follow them in his/her role as a student team member.

X _____ Date: _____

Rec'd by: _____ Date: _____

Copies to: _____, _____, _____, _____

D-5: Letter of Congratulations



Dear _____

CONGRATULATIONS!!

You have been selected as one of the CP Federal Credit Union Student Volunteers! We are very excited about working with you in this yearlong program. As a volunteer, it is important that you complete all classroom assignments given by your teacher while you are performing your duties in the credit union. Please sign below along with a parent/guardian acknowledging that you understand this policy. Our time and efforts will be dedicated to help make your experience with the credit union positive and rewarding. We are sure that with your help and effort, our student credit union branch will be a great success.

Your position, as well as the location and time of your first training session are listed below. **Please report on time with a pen or pencil along with this signed letter.** Again, we are looking forward to sharing this volunteer experience with you this school year. See you at training!

Sincerely,

Your CP Federal Youth Representative

Shift _____ Position _____

Report to _____ for training.

Date to report _____ Time to report _____ A.M. P.M.

I understand that this is a year long commitment and I am required to complete all classroom assignments while volunteering in the Student Credit Union Branch.

Student Signature _____ Date _____

*Parent Signature _____ Date _____

*Signature will authorize CP Federal Credit Union to take and use photographs of student volunteers for appropriate Business/Education Partnership purposes such as publications, news releases, and training videotapes.

D-6: Letter of Regret



CP Federal Credit Union

STUDENT POWERED CREDIT UNIONS

Investing In Our Youth

www.cpfederal.com

Dear _____

Thank you so much for applying for one of the volunteer positions in your student branch of CP Federal Credit Union. Much thought and consideration went into the decision of choosing the students to fill the positions available. Although another applicant was chosen for the position, we will keep your application on file and review it again if a position becomes available during the course of the school year.

Thank you once again for your interest in the student credit union. I enjoyed speaking with you at your interview.

Sincerely,

CP Federal Youth Representative

1100 Clinton Rd., Jackson, MI 49202

Phone: (517) 784-7101

Fax: (517) 768-5540

CP Youth Representative Student Training Outline

Week #1

- * Cover DO's & DON'Ts
- * Cover folder contents
- * Cover receipts and receipt procedures
- * Explain receipt homework



TIME IS MONEY

Week #2

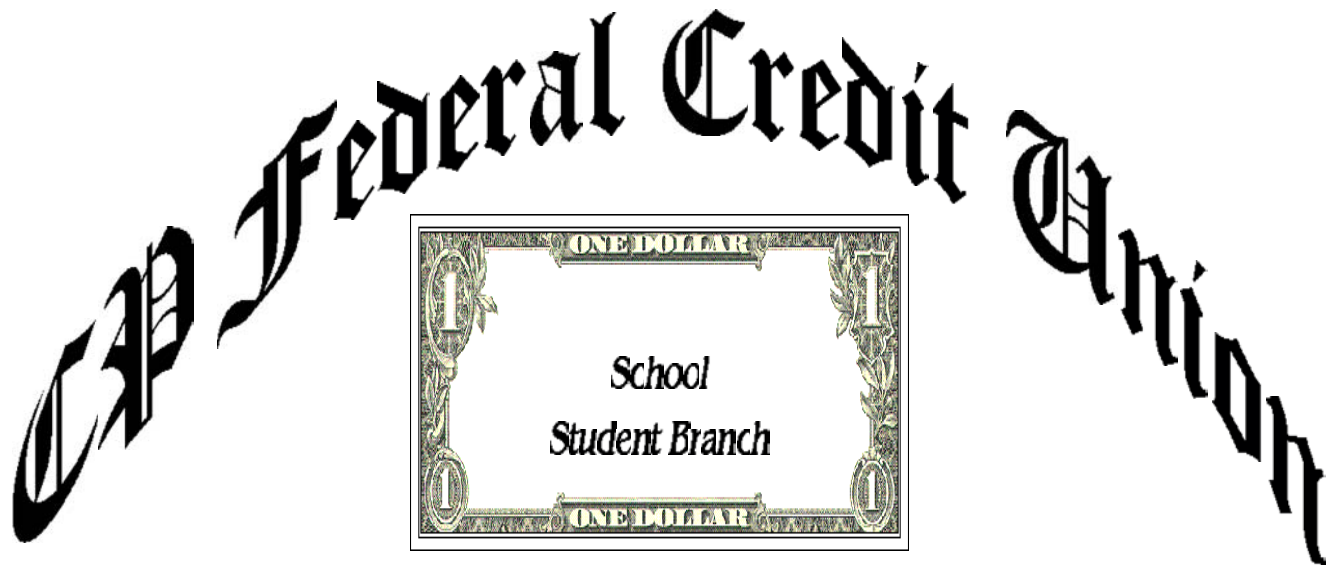
- * Review receipt homework
- * Cover calculator functions & use
- * Begin receipt & calculator exercises
- * Practice receipt & calculator skills

Week #3

- * Tellers & management perform role play exercises, (cash drawer & 3x5 training cards provided)
- * Cover bookkeeper & computer operator procedures
- * Bookkeeper & computer operator do exercises
- * Tellers balance teller drawer (fill out blotter)
- * Cover & practice teller & bookkeeper balancing procedures
- * Cover all saving programs & procedures (management responsible for recording individual student savings information during credit union)

Appendix E

Marketing Your In-school Branch



Certificate of Appreciation

Teacher's Name

is hereby recognized for serving as our teacher liaison in the partnership in education program between (School) and CP Federal Credit Union during the 2003-2004 school year.

John Crist, President/CEO



CP Youth Representative

Appendix F

Year-end Wrap UP

F-1: Savings Program Certificate of Achievement

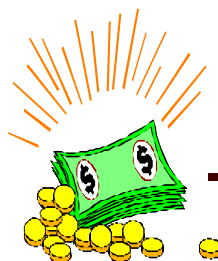


Certificate of Achievement

(Student Name)

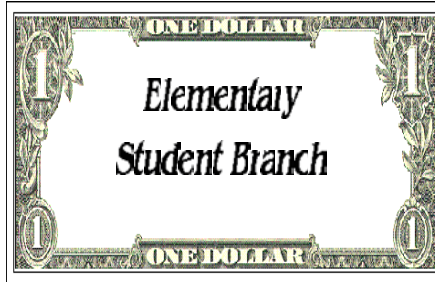
*is hereby recognized as a regular saver at the (School Name) Branch of
CP Federal Credit Union for making 16 or more deposits
during the 2003-2004 school year.*

John Ciist, President/CEO



CP Youth Representative

CP Federal Credit Union



Certificate of Recognition

Student Name

is hereby recognized for outstanding performance in the voluntary position of

Volunteer Position

at the CP Federal Student Credit Union during the 2003-2004 school year.



John Crist, President/CEO

CP Youth Representative

Appendix G

Tracking Your Progress

G-1: Weekly Transaction Summary

Overall Youth Program Generated Deposit Totals

Active Student \$ On Deposit (All Districts – Ages 5 to 19 Years)	\$00.00
Graduates \$ On Deposit Ages 20 Years & Over (All Districts)	\$00.00
Relatives of Students \$ On Deposit	\$00.00
Grand \$ Total Students & Relatives in Youth Program	\$00.00

Total Youth Program Consumer Loans as of June

Current Youth Program Students and Graduates (All Districts – Ages 15 & up)	\$00.00
Relatives of Students	\$00.00
Total Consumer Loans Generated Through Youth Program	\$00.00

*Does not include mortgage loans.