

strength in members.

Support: Financial Literacy Education

New York's credit unions advocate for legislation to increase access to financial education in schools.

Making financial education widely available for all students would help ensure equal access to financial resources for all New Yorkers.

Helping members attain financial wellness is a core goal of credit unions. Unfortunately, a lack of financial education hampers New Yorkers' financial growth and economic development.

Credit unions stand out from traditional banks due to their strong dedication to the financial well-being of their members. Unlike profit-driven banks, credit unions are not-for-profit organizations that are owned by their members. This fundamental difference enables credit unions to prioritize the financial education of their members and of their communities.

[A widely cited study](#) by Standard and Poor's in 2016 found that only 57% of adults in the United States are financially literate, meaning they understand three out of four fundamental concepts for financial decision-making.¹ Now, states are stepping in to require students to learn more about personal finance at school. Florida, Nebraska, Ohio and Rhode Island have all recently passed laws making personal finance courses a graduation requirement for high schoolers.

By being member-owned, credit unions have a unique advantage when it comes to promoting financial literacy. They have the freedom to focus on educational initiatives and community outreach rather than solely pursuing profit maximization. This commitment to member education sets credit unions apart with a mission to empower individuals with the knowledge and tools needed to make informed financial decisions. Additionally, credit unions integrate financial literacy into their products and services, offering resources like financial counseling, debt management programs, and personalized financial advice to their members.

If enacted, New York's credit unions will continue working with state and education community stakeholders to learn best practices for credit unions to partner with local school districts to implement financial literacy requirements.

Legislation:

Financial Literacy instruction, 6th-8th grades, S. 1030 (Jackson)/ A. 1557 (Kelles). Establishes instruction in financial literacy for students in sixth through eighth grade; requires such instruction to include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the education department.

¹ Financial Literacy Around the World: Insights from the Standard & Poor's Ratings Services. Leorna Klapper, Annamaria Lusardi, Peter van Oudheusden, 2016.

Financial Literacy for children in foster care. S. 6844 (Parker)/ A. 1979 (Walker). Would create a program for financial transitional living services for foster children, independent development savings accounts for foster children over the age of 16, and would require foster children to attend financial literacy and independent living classes.

Financial Literacy instruction for 9th-12th graders. S. 4106 (Comrie)/ A. 8216 (Berger). Establishes that instruction in financial education be provided to pupils in grades nine through twelve; establishes what should be included in such curriculum including the basics of financial planning, budgeting, borrowing, interest rates, personal insurance policies, etc.

Financial Literacy required for high school graduation. S. 4860a (Comrie)/ A. 2298a (Jacobson). Requires high schools to provide a course in financial literacy and requires students to complete such course as a condition of graduation

Financial Literacy for 11th graders in all schools. S. 918 (Cooney)/ A. 2928a (Jensen). Requires all public and private schools to provide financial literacy education to 11th graders.

Financial Literacy for grades 4th to 8th. S. 1810 (Addabbo)/ A. 2937 (Pheffer Amato). Requires instruction in financial management for all students in grades four through eight.

Financial Literacy programs for pre-K to 3rd grade. A. 3862 (Jackson). Relates to the establishment of various programs for students in pre-kindergarten through third grade including programs for literacy, career readiness and financial literacy.

Half-credit financial literacy course for grades 9-12. A. 6217 (Clark). Establishes a half-credit course in financial education delivered by means of a comprehensive financial literacy program for all pupils in grades nine, ten, eleven or twelve.

Financial Literacy for grades 9-12. A. 8306 (Simpson). Requires that instruction in financial literacy be provided to pupils in grades nine through twelve; establishes what should be included in such curriculum including the basics of financial planning, budgeting, borrowing, interest rates, and personal insurance policies

Financial Literacy Fund. A. 4605 (Bichotte Hermelyn). Establishes the state financial literacy fund which provides funding for project grants to organizations in order to establish financial capability and financial literacy programs. products content and/or services for at-risk populations in New York.

Financial Literacy Fund. S. 1750A (Sanders). State Financial Literacy Fund. L Establishes the state financial literacy fund which provides funding for project grants to organizations in order to establish financial capability and financial literacy programs, products content and/or services for at-risk populations in New York

The New York State Credit Union Association is eager to collaborate with educators, the legislature, and Department of Education to establish financial literacy education resources to reach more New York students.

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