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Trends for Workers in the USA

Work environments in the USA have changed over the past couple of decades. More workers are employed part time and work irregular hours (Bianchi, 2011). Demographic changes in the US population have also affected the work force, which has become older, more racially and ethnically diverse, and is composed of more women (Moossi, 2012). Such trends are expected to continue in the next decade, with a rise in labor participation of young people aged 16–24, an increase in the participation of women, an increase in the number of older workers, and growing racial/ethnic diversity in the workforce (Moossi, 2012).

One important aspect that affects workers' finances is a widening gap in income and wealth disparity. Stagnation in income growth has been affecting most American workers. Overall, the vast majority of both white-collar and blue-collar workers with and without a college degree have found that their real income has remained almost the same or declined (Gould, 2014). Pew Research reveals that real wages in the past five decades have stayed flat or even dropped,

regardless of the economic cycle (Desilver, 2014). Workers' wages stayed the same or declined for the bottom 70 % of wage distribution between 2002 and 2012 (Mishel & Shierholz, 2013). The same report pointed out that on average, workers saw a wage increase of just 5 % between 1979 and 2012 compared to a productivity growth of 74 % (Mishel & Shierholz, 2013). Since 2000, weekly wages (after being adjusted for inflation) have dropped 3.7 % for the lowest tenth of wage groups but increased 9.7 % for the top of wage groups (Desilver, 2014). The polarization of the wage structure since the late 1980s has been accompanied by a polarization of employment growth (Goldin & Katz, 2007). Employment has bifurcated into high-wage and low-wage jobs at the expense of traditional middle-class jobs. With the advancement of technology and certain industrial changes, there is a lack of good jobs for low-income and low-skill workers (Bianchi, 2011). Furthermore, these trends have served to shrink the middle class.

Additionally, US employees' concerns regarding job security are currently higher than they have been for decades. Since the Great Recession, US workers have faced ongoing job insecurity despite the slow recovery in the job market. A recent Gallup poll (2004–2011) found that Americans' concerns about being laid off, having their benefits and wages reduced, and hours cut back swelled between 2008 and 2009, and time has not alleviated these concerns (Saad, 2013). Another concern is that job tenure and long-term

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employment have declined sharply, especially in the private sector, over the past couple of decades (Farber, 2008).

In addition to earning potential, employment provides people with valuable benefits for their financial protection and security. For employers, offering competitive benefits is important for recruiting and retaining valuable employees. One of the accompanying concerns, however, is controlling the cost of benefits. With the aging workforce and increasing costs of health care benefits, employers are more aware of the importance of health issues. The 2014 Employee Benefits survey shows that health care is a big concern especially after the Affordable Care Act was passed (Society for Human Resource Management, 2014). One indication of this is that preventative health and wellness programs such as health screening, fitness programs, health management, and a focus on work/life balance—which have all been associated with health care costs—have increased in use over the past 5 years (Powell, 2014).

Retirement planning is a key employer-provided benefit. Unfortunately, only 51.3 % of all American workers have employer-sponsored retirement plans and only 40.8 % participate in such retirement plans (Copeland, 2014). Employer-sponsored retirement has continued to shift from defined benefit to defined contribution plans. Furthermore, many employers dropped or decreased matching funds for employee retirement while the company recovers from the Great Recession. Despite the fact that increasing responsibilities fall on individual workers, some employers have additionally reduced the amount of investment and retirement planning and advice given to employees in 2013 and 2014 (Society for Human Resource Management, 2014).

Changes in retirement and health benefits plans through the workplace have impacted many Americans, however, some of the largest gaps have been found among minorities and between men and women. Out of all of the minorities, Hispanics received the least benefits because they tend to work for smaller employers that do not offer such benefits (United States Department of Labor, 2010). Women more frequently work part time and leave jobs more

often than men, resulting in reduced retirement savings and pension benefits. Moreover, it has been suggested that retirement and health benefits exacerbate the polarization of earnings distribution (Leigh, 1994).

Changes in job security, earnings, and benefits in the labor force as well as the workplace can make it challenging for many workers to build financial security. Overall, polarization of income and jobs is on the rise and the size of the middle class is declining in the USA (Foster & Wolfson, 2010; Goldin & Katz, 2007). The majority of workers have been struggling financially without moving ahead and certain groups, such as racial/ethnic minorities and women, may be suffering more than others.

Financial Stress in Workplace

Stress is another word that is trending at workplaces. Mental health concerns such as increased stress, anxiety, and depression have become major issues for workers. Mental health is influenced by various stressors such as workload, interpersonal issues, personal/family problems, and job security (Colvin, 2014; Harvard Mental Health Letter, 2010). Employees' mental, emotional, and physical health can all impact the performance of workforce (Colvin, 2014). Money is one of the major stressors in Americans' lives. A recent survey "Stress in America: Paying with our health" showed that money has been one of Americans' top stressors since the first iteration of the survey in 2007 (American Psychological Association, 2015). In 2014, 72 % of adults felt stressed about money at least some of the time and 22 % reported that they were extremely stressed about money. Americans are concerned about paying for unexpected expenses, covering essential needs, and saving for retirement (American Psychological Association, 2015).

Financial stress is widespread in the USA. The 2014 Gallup Economy and Personal Finance poll found that 36 % of respondents were moderately/very worried about not having enough money to pay their bills and 59 % were worried about not having enough money for retirement (Dugan, 2014). Sources of stress included cost

and availability of health insurance coverage, an uptick in anxiety about job loss, and growing fears that company benefits would be cut. Many American workers identified meeting monthly living expenses/financial obligations and not having enough money to pay for health care as being major stressors. Families also live paycheck-to-paycheck with high levels of debt and very little savings to buffer them from unexpected expenditures. Over 60 % of households in the USA do not have enough emergency funds (FINRA Investor Education Foundation, 2012). Workers can fall from middle-class status into poverty as a result of unfortunate incidents such as illness, layoffs, or accidents. About 42 million women and 28 million children are currently living on the edge of poverty (Clark, 2014).

Financial stress has been linked to both mental and physical health. A number of studies have linked the impacts of financial strain on health. Some research has focused on how the financial crisis impacted individuals' health outcomes, and debt has been linked to a number of negative health outcomes (Ariizumi & Schirle, 2012; Drentea & Reynolds, 2012; Fitch et al., 2011; Selenko & Batinic, 2011; Zivin, Paczkowski, & Galea, 2011).

A meta-analysis of the relationship between personal unsecured debt and mental and physical health found a significant relationship between debt and mental health disorders such as depression, suicide completion or attempt, problem drinking, drug dependence, neuroticism, and psychotic disorders (Richardson, Elliott, & Roberts, 2013). Savoy et al. (2014) found that higher financial strain was associated with poorer self-rated health, and that stress and depressive symptoms were each significant mediators of this relationship. These studies suggest that financial strain-related symptoms and health outcomes could undermine workers' productivity and increasing absenteeism at work (Kim, 2008).

Money worries will spill over into workplace. Stress and stress-related mental health problems such as depression and anxiety could increase absenteeism and undermine productivity. Workers may go to work but exhibit higher levels of "presenteeism," being on the job but not fully functioning (Harvard Mental Health Letter, 2010). Having stressed workers is associated

with higher absenteeism and decreased productivity in the workplace as well as increased stress-related expenses such as health insurance costs and workers' compensation (Kim, 2000; Weissman 2002). Financial stress affects work outcomes such as productivity and absenteeism (Garman, Kim, Kratzer, Brunson, & Joo, 1999; Kim, 2000; Kim & Garman, 2003; Kim, Sorhaindo, & Garman, 2006). Looking at data from a 2007 national survey of 1116 working adults in the USA, Schieman and Young (2011) found that the positive association between financial hardship and family-to-work conflict was stronger for workers with less job authority and more creative work activities. Additionally, perceived economic hardship was associated with higher family-to-work conflict. Loewe, Bagherzadeh, Araya-Castillo, Thieme, & Batista-Foguet (2014) found that satisfaction with one's financial situation was the dominant predictor of workers' overall life satisfaction. Sutton and Dunstan (2012) found that financial strain was the strongest predictor of depression in circumstances of absence due to sickness.

Largely, employers agree that financial stress affects productivity. About half (51 %) of employers strongly agree that employees are less productive while at work when they are worried about personal financial problems (Gilfedder, 2014). Despite strong evidence of the relationship between worker stress and its effects on health and productivity, workplace financial education and counseling/advice has not been widely available for those who need it most. Another survey found that half of organizations (52 %) offer financial education to their workers but this number has been in declining (Society for Human Resource Management, 2012).

Workplace Financial Education/ Wellness Programs

Financial Literacy and Workplace Programs

Workplace financial education has been identified as one of the channels to help increase the financial literacy/capability of Americans

(CFPB, 2014). If financial education at workplaces is widely available and effective, it can influence the financial well-being of 140 million full time and part time workers in the USA. Financial literacy includes understanding financial concepts and ways to manage financial resources as well as the application of knowledge and skills (Huston, 2010). Financial education assumes that individuals lack knowledge and skills to make informed decisions. Financial education at workplaces can improve financial literacy and behaviors, which in turn can enhance the financial well-being of workers.

Financial literacy has been associated with financial decisions such as investing, saving, and high cost borrowing (Bernheim & Garrett, 2003; Lusardi & Mitchell, 2007, 2011). Edmiston, Gillett-Fisher, and McGrath (2009) found that higher financial knowledge was associated with having higher retirement savings among participants of workplace financial education. Despite these findings, many Americans lack the financial literacy required to make sound financial decisions and actions. A lack of financial literacy is more commonly found among women, minorities, older people, and people with lower education levels (Lusardi & Mitchell, 2011, 2014). However, workplace financial education programs targeting these vulnerable groups are very limited. In addition to low wages, many of them work part time and do not have access to key benefits such as retirement plan and workplace financial education.

Societal changes such as more complex financial markets, predatory financial products and services, economic uncertainties, increased individual responsibilities for retirement, and a decrease in social safety nets have been challenging for many American workers experiencing a lack of savings and debt problems. Financial literacy has become more important for the financial well-being of workers than ever before.

Despite its great potential, the vast majority of financial education in workplaces has been limited to the topic of retirement plans (CFPB, 2014; Kim, 2008). Such education programs have been closely tied to employee benefits and mostly retirement plans. In the past few decades, employers have

been mostly motivated to provide retirement and investment-related information to meet the guidelines such as the section 404 (c) of the Employee Retirement Income Security Act (ERISA) of 1974. Employers are required to provide sufficient information for employees to make informed retirement and investment decisions. Also, certain levels of participation are needed to avoid disqualification due to IRS nondiscrimination rules. The Economic Growth and Tax Relief Reconciliation Action 2001 allowed employer-provided qualified retirement planning services to be exempted from federal taxation (Mandell, 2008). Despite this exemption, such service is defined as and limited to any retirement planning advice or information provided to employees and their spouses by an employer maintaining a qualified employer plan (Mandell, 2008). Subsequently, the Pension Protection Act of 2006 provides legal protections for employers from liabilities if they offer investment advice to help employees to make sound decisions (Krajnak, Burns, & Natchek, 2008).

Some employers view it as their social responsibility to help their workers to avoid financial crisis and achieve financial security. Unfortunately, many financial education programs at workplaces are often voluntary and lack leadership and sustainability (Vitt, 2014). While most employers understand the effects of financial stress on employees and recognize the benefits of financial education for their employees (Gilfedder, 2014), the business advantages of financial education are not fully convincing to US employers. While some employers are genuinely concerned about the financial well-being of their workers, many often consider financial education too costly and an ineffective way of improving employees' financial well-being (Vitt, 2014). Further, financial education and advice are considered soft benefits and have not been the top priority of many employers. About half of American workers receive some type of financial education at the workplace (Copeland, 2014). A Gallup survey of small- and medium-sized businesses found about one in ten employers provided financial education beyond a retirement plan (Mandell, 2008). Generally, financial education programs in American workplaces vary in formats

and types but they are mostly print materials, often followed by workshops and seminars. Web-based tools are gaining popularity (Krajnak et al., 2008; Mandell, 2008) and a peer-to-peer approach has also been introduced (CFPB, 2014).

As many US workers have been struggling with financial stress, especially since the Great Recession, more employers have become aware of the need for financial wellness program comprehensive packages (CFPB, 2014). While financial wellness programs are not widely available, they attempt to improve a worker's financial life as a whole beyond a one-shot retirement and investing seminar (CFPB, 2014; Gilfedder, 2014). Such programs aim to help employees understand their employer-provided benefits such as health and retirement plans as well as improve financial knowledge, skills, and behaviors of employees by teaching financial goal setting, budgeting and money management, credit management, building emergency funds, retirement savings, and others. Many employees need more than retirement and investment seminars to deal with financial crisis and stabilize their financial situation before they can begin to plan ahead. Financial coaching or counseling has been identified as an effective tool for employees with these additional financial concerns (Edmiston et al., 2009).

The wellness programs in the Employee Assistance Program (EAP) can be complementary to the benefits and retirement seminars arranged by the Human Resource departments. The EAP typically helps workers deal with personal or family problems that affect their home and work life. Perceived financial satisfaction and financial stress have been linked to couple relationships, as well as mental and physical health (Falconier & Epstein, 2011; Walker & Luszcz, 2009).

Effective financial wellness programs not only address financial skills and management but also include stress management support, family, relationships and marital issues, depression, and anxiety, work challenges, and performance ratings (Clark, 2014). One major issue with the implementation of these programs is that the EAPs have often been understaffed and outsourced in recent years.

Effectiveness of Workplace Financial Education/Wellness Program

While financial education programs for workers have been growing, the effectiveness of such programs has been debated. A number of studies documented the effects of workplace financial education programs on financial knowledge and attitudes, retirement/financial behaviors, financial well-being and satisfaction, health, and work outcomes (CFPB, 2014; Clark, Morrill, & Allen, 2011; Gale, Harris, & Levine, 2012; Joo & Grable, 2005; Kim, 2000; Lusardi & Mitchell, 2014; Mandell, 2008), but other studies claim that the evidence is inconclusive (Collins & O'Rourke, 2010; Willis, 2009). Lack of control groups, sampling issues, self-selection bias, self-reported outcomes, varied impacts, and other confounding factors have been cited as methodological limitations in these studies (Lusardi & Mitchell, 2014; Willis, 2009). Some also claim that financial education and thus improving financial literacy alone is unlikely to improve financial well-being, especially for low- and moderate-income individuals and families (Willis, 2011). Research on the effectiveness of workplace financial education for vulnerable groups is scarce.

Considering the heterogeneity of workplace financial education in terms of type, length, format, setting, content, and providers, evaluating voluntary programs for adults is challenging. Nevertheless, financial education in workplaces has been linked to increases in financial knowledge and literacy (CFPB, 2014; Clark, 2014; Kim, 2007; Lusardi & Mitchell, 2007; Vitt, 2014). Studies also show the effectiveness of pre-retirement seminars on retirement planning attitudes and behaviors (Bayer, Bernheim, & Scholz, 2008; Edmiston et al., 2009; Holland, Goodman, & Stich, 2008; Kim, 2000; Kim, Garman, & Quach, 2005; Munnell, Sundén, & Taylor, 2001/2002; Lusardi & Mitchell, 2007). Using the data from employers, Bayer et al. (2008) compared the efficacy of retirement seminars in both plan participation and contributions and found the effect was stronger for non-highly compensated workers compared to highly compensated

employees and tested the effectiveness of type of delivery such as comparing print materials to workshops. Lusardi and Mitchell (2007) found that financial literacy was positively associated with retirement planning and those who attended financial education at work or in schools had higher levels of financial literacy than others. Edmiston et al. (2009) found that financial education at the workplace was associated with retirement preparedness and retirement savings, resulting in decreased requests for 401(k) loans, increased use of flexible spending accounts, and increased 401(k) participation and contributions. Financial education at workplaces also was positively associated with the retirement confidence and preparedness (Kim, Kwon, & Anderson, 2005).

Additionally, Goda, Manchester, and Sojourner (2013) utilized an experimental design to examine the effects of information regarding retirement savings and income on employees' decision to participate in and contribute to a retirement plan. Other studies have found financial education at workplaces was associated with increased plan participation and contribution rates (Clark, d'Ambrosio, McDermed, & Sawant, 2003). Using the Health and Retirement Study, retirement education at workplaces was found to be associated with lump sum distributions (Muller, 2001/2002). Clark, Lusardi, and Mitchell (2014) also found the association between financial knowledge and returns in retirement plans, suggesting the benefits of workplace financial education. Moreover, workshops and seminars offered to employees have been linked to improved financial knowledge and behaviors (Bayer et al., 2008; Bernheim & Garrett, 2003; Kim & Garman, 2003; Kim, 2007; Hira & Loibl, 2005; Prawitz & Cohart, 2014). On the other hand, researchers argue that one-shot financial education seminars or one-size fits all programs may not be effective in improving the financial knowledge and behaviors of employees who are in diverse contexts (Beck, 2010; Kim, 2008). Using the sample of credit union employees, Collins and Dietrich (2011) found positive relationships between financial education participation and increases in savings for long-term goals

and maintaining emergency funds. Krajnak et al. (2008) found that participants in financial education seminars developed their savings goals and improved financial behaviors. Edmiston and Gillett-Fisher (2006) also found a positive association between financial education and financial behaviors. Prawitz and Cohart (2014) examined the effects of an employee-needs-driven workplace financial education program using 995 employees. They found that participation in the education programs was associated with decreases in negative financial behaviors, and increases in positive financial activities such as assessing asset allocation and increasing retirement contributions. Workplace financial education has also been linked to financial satisfaction and wellness (Hira & Loibl, 2005; Prawitz, Kalkowski, & Cohart, 2011). Despite these findings, limited information is available regarding the effects of workplace financial education/wellness programs on health or productivity outcomes.

Most of the evaluation findings on workplace financial education were conducted in the context of seminars or workshops. A couple of studies also support the benefits of online financial education and games (Gartner & Todd, 2005; Maynard, Mehta, Parker, & Steinberg, 2012) but little information is available about workplace settings.

In addition, the effectiveness of these programs could be challenged for those who are experiencing financial stress including low to moderate income workers and other vulnerable groups. The importance of one-on-one counseling and financial advice has been recognized (Kim, 2008) but is not widely offered and the effectiveness so far has been limited. A recent study found a significant association between information from formal advisors and financial behaviors (Hudson & Palmer, 2014).

In summary, research has accumulated substantial evidence to show the positive benefits of workplace financial education programs. Nevertheless, limitations have been identified in the existing research. Research regarding workplace financial education often faces unique challenges such as the nature of voluntary participation and other confounding factors. Heterogeneity in

both financial literacy and financial behavior makes it harder to detect the causal effects of education (Lusardi & Mitchell, 2014). The methodological rigor of studies has been questioned including the lack of rigorous experimental approaches with control and treatment (Collins & O'Rourke, 2010; Gale et al., 2012; Kim, 2008; Lusardi & Mitchell, 2014). Selection bias can complicate the effects of education on behavioral changes since some people are more inclined and motivated to learn about financial management as well as act upon the information.

Summary, Implications, and Future Research

Many workers are experiencing financial stress. More vulnerable groups of workers have varied complex needs for dealing with financial stress and building financial security. It is logical to assume that financial stress of employees is associated with absenteeism, presenteeism, stress, and health care costs. Therefore, workplace financial education/wellness program can be an effective tool to reach a vast number of Americans.

Prior research provides suggestions for effective financial education/wellness programs at workplace. Theory-based financial educational programs targeting a specific audience or financial activity have been recommended for workplace financial education/wellness programs (Collins & O'Rourke, 2010). Generally, successful education programs start with well-defined objectives and learning outcomes. Interdisciplinary and theory-based approaches are suggested for workplace financial education including stress and empowerment theories as well as the Theory of Planned Behavior (Ajzen, 1991), Transtheoretical Model of Change (Prochaska, DiClemente, & Norcross 1992), and Social Learning Theory (Perry, Baranowski, & Parcel, 1990).

Focusing on retirement plans and investment may not be sufficient when the majority of workers also need basic and remedial financial education and programs delivered in various ways. Seminars and print materials may not be sufficient for workers with different learning styles.

Many workers are more likely to obtain basic money management skills through education, one-on-one attention and counseling, and coaching/mentoring in order to get to the point of thinking about retirement and savings. Peer-to-peer support (CFPB, 2014) can also be effective in motivating employees to change financial habits and behaviors. Also, cost-effective financial wellness/education methods have been introduced with the help of advancing technology through online and mobile applications. Public and private partnerships also were suggested as great resources of comprehensive financial education for mid- to small-sized companies (CFPB, 2014). Government agencies, including the Financial Literacy and Education Commission, which was established under the Fair and Accurate Credit Transactions Act of 2003, provide leadership with a variety of financial educational tools and information for workers.

Financial education at workplaces should engage employees as partners and incorporate their goals and motivations, social and cultural background, family circumstances, and unique personal values and needs into the program (Vitt, 2014). Financial behaviors also are guided by personality, attitudes, knowledge, and skills in a socioeconomic context (CFPB, 2015).

Individuals may not make rational financial decisions due to personal bias and human errors, which could diminish the effectiveness of financial education. Nudges or choice architectures such as automatic enrollment and payroll deduction have been found effective in retirement saving (Beschears, Choi, Laibson, & Madrian, 2013; Fernandes, Lynch, & Netemeyer, 2014). Likewise, strategies to design conducive environments can be expanded to debt payment or savings for emergency funds tied to pay raises (Way, 2014). Such decision support systems for employees to help them work toward their financial goals can complement the financial education.

Targeted and "just in time" financial education have been found to be effective (Collins & O'Rourke, 2010; Lusardi & Mitchell, 2014). Workplace financial education programs targeting new employees and pre-retirees have

been utilized but more targeted approach could enhance the effectiveness of program for diverse workforce such as immigrants or young workers.

Some suggestions need to be made for policy makers. Most current workplace programs, besides retirement plan information required by law, are often provided voluntarily and may not sustain over time. When the time comes to finalize budgets, these soft benefits may be the first to be cut. Regulations and guidelines to address such problems need to be discussed. Since the passage of the [Patient Protection and Affordable Care Act](#) of 2010 (ACA), employers have become more concerned with increasing health care costs and therefore offer more preventative health care programs (Gilfedder, 2014). Financial wellness programs can be included in assisting employees with financial strains as part of health prevention programs. One strategy for addressing this issue is to have a financial counselor at EAP. Employers can require new employees to take financial education workshops. Mandated counseling for early withdrawal from retirement funds is also a potential solution for early distributions. Other ways of providing active financial and investment advice for employees need to be considered. Often, employees who are most in need of financial education are least likely to take advantage of such programs as education at workplaces. Small-sized employers may not have resources to provide effective financial wellness programs for them.

One of the biggest employee benefits that contributed to the polarization of income disparity was health insurance. The ACA provided opportunities and removed barriers to care for many employees, however, half of America's workers, including many low-income workers, still do not have access to an employment-based retirement plan. Accounts for retirement and general savings are needed to protect employees from financial crisis and be on track for financial well-being.

A recent report from CFPB (2015) outlines the elements of financial well-being as "control over your finances, build capacity to absorb a financial shock, financial freedom to make choices, on track financially to reach your life

goals" (p. 1). One's social and economic environment can create or limit financial opportunities. Experts argue that even low-income households can save when opportunities are provided and barriers are removed (Sherraden, 2013). Providing accounts and matching funds for general savings and emergency funds can be effective in preventing financial crisis and building financial well-being. With these policy changes, a comprehensive financial wellness program could help employees improve financial knowledge and skills as well as manage the financial stress that affects health, relationships, and performance at work. However, employees assume responsibility for saving for their own retirement.

Financial education at workplaces is promising to help reduce workers' financial stress but additional research is needed to prove the effectiveness of such program. Future research utilizing rigorous experimental designs is suggested for developing, implementing, and evaluating workplace financial education/wellness programs. Data should also come from administrative data as well as self-reported surveys over time. Long-term effects of workplace financial education on employees' financial well-being have rarely been studied. More evidence is needed to develop and evaluate workplace financial education/wellness programs for more diverse and/or vulnerable groups such as low-income and minority workers. Additional research should compare different delivery methods such as one-on-one counseling, peer-to-peer approaches, as well as online education.

Research should examine the effects on health- and productivity-related outcomes as well as financial well-being as financial education/wellness programming has become more widely accepted. Such research will require interdisciplinary approaches. Research results on the cost-benefit effectiveness of programs could be used to convince more employers and policymakers of their value. Finally, translations of research into the application of practices are needed for successful financial education/wellness programs in workplaces.

About the Author

Jinhee Kim is an Associate Professor and Family Finance Extension Specialist at the University of Maryland, College Park. She teaches courses in personal and family finance. Dr. Kim has developed, implemented, and evaluated financial education and counseling programs for a variety of audience from low to moderate income individuals and families, employees at workplaces, teachers, financial educators and counselors, human service providers, volunteers, and others. Her research interests are financial strain and food insecurity in relation with family and health outcomes. She also investigates workplace financial education, financial socialization of youth and young adults, inter-generational transfer of time and financial assets, and financial management of immigrants.

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