Financial literacy and retirement fluency in America

Findings from the 2025 *TIAA Institute-GFLEC Personal Finance Index*

Paul J. Yakoboski, TIAA Institute

Annamaria Lusardi, Stanford University and Global Financial Literacy Excellence Center (GFLEC)

Andrea Sticha, Stanford Graduate School of Business and Global Financial Literacy Excellence Center (GFLEC)

TIAA Institute

GFLEC
GLOBAL FINANCIAL LITERACY EXCELLENCE CENTER

Contents

Executive summary 3

Introduction 4

Financial literacy among U.S. adults 5

Demographic variations in financial literacy 8

The link between financial literacy and financial well-being 14

Retirement fluency 18

Discussion 23

References 24

Appendix 25

Executive summary

Many individuals remain disadvantaged by poor financial literacy in the face of an ever-evolving personal finance landscape. According to the 2025 *TIAA Institute-GFLEC Personal Finance Index* (*P-Fin Index*), financial literacy in the United States is stagnant at the generally low levels that existed eight years ago.

The *P-Fin Index* uses 28 questions covering eight areas in which individuals routinely function to assess financial literacy. On average, U.S. adults correctly answered only 49% of the index questions in 2025, the same as in 2017. In between, this figure never exceeded 52%. In addition, only 48% of adults correctly answered more than half of the index questions, which is again the same result as 2017.

While low in general among all adults, financial literacy levels tend to be particularly low among certain groups:

- Financial literacy among women lags that of men. There's almost a 10-point gender gap in the percentage of index questions correctly answered in 2025.
- Financial literacy levels among Black and Hispanic Americans are roughly equal, albeit at lower levels compared to Asian and White Americans.
- Gen Z correctly answered only 38% of the index questions, on average, in 2025.

Comprehending risk is the functional area where adult financial literacy continues to be lowest. On average, only 36% of these questions were answered correctly in 2025.

- Functional knowledge among women tends to lag that of men in all areas except consuming.
- Gen Z functional knowledge is substantially lower for each area compared with older generations. Generational variation is smallest in the area of comprehending risk—even older adults with more financial decision-making experience score low on risk-related questions.

Financial literacy matters. Lower financial literacy is generally associated with lower financial well-being. Adults with very low financial literacy are:

- Twice as likely to be debt-constrained
- Three times more likely to be financially fragile
- Five times more likely to not have or be unsure whether they have one month of emergency savings
- Over two times more likely to spend 10 hours or more per week on personal finance issues compared with those who have very high financial literacy.

The *P-Fin Index* also assesses basic retirement fluency—knowledge that would promote financial well-being in retirement—with six questions covering distinct subjects: Social Security benefits, Medicare coverage of healthcare expenses, employment-based retirement savings, ensuring lifetime income, likelihood of needing long-term care at older ages and life expectancy in retirement. Analogous to financial literacy, U.S. adults tend to have poor retirement fluency. The percentage correctly answering each question ranged from 23% (likelihood of needing long-term care) to 53% (ensuring lifetime income), with an average of two correctly answered questions.

Introduction

The *TIAA Institute-GFLEC Personal Finance Index* (*P-Fin Index*) has served as a barometer of financial literacy (i.e., knowledge and understanding that enable sound financial decision-making and effective management of personal finances) among U.S. adults since 2017.[1] The *P-Fin Index* is unique in its capacity to provide a robust measure of overall financial literacy using 28 questions, also allowing a nuanced analysis of personal finance knowledge across eight areas in which individuals routinely function: earning, consuming, saving, investing, borrowing and managing debt, insuring, comprehending risk, and go-to information sources. The sample size is large enough to provide insights into various demographic segments of the population.

In addition to the core set of financial literacy questions, the *P-Fin Index* survey contains questions that are indicators of financial well-being. This provides critical insights into the relationship between financial literacy and personal finance outcomes.

Finally, six questions in the 2025 survey are used to gauge basic retirement fluency, i.e., knowledge promoting financial well-being in retirement.[2] Each question covers a distinct subject: Social Security benefits, Medicare coverage of healthcare expenses, employment-based retirement savings, ensuring lifetime income, likelihood of needing long-term care at older ages and life expectancy in retirement.

The 2025 *P-Fin Index* survey was completed online in January by a sample of 3,371 U.S. adults, ages 18 and older.[3] The 3,371 respondents included 520 Asian Americans, 541 Black Americans, 526 Hispanic Americans and 1,673 White Americans, as well as 539 Gen Z (born 1996 – 2003), 796 Gen Y (1981 – 1996), 840 Gen X (1965 – 1980), 1,038 baby boomers (1946 – 1964) and 158 members of the Silent Generation (1929 – 1945). The survey data were weighted to be nationally representative. (Appendix Figure A1 provides the weighted distribution of the 2025 survey sample.)

This report:

- Examines financial literacy among U.S. adults and across men and women, racial and ethnic groups, and generations.
- Compares financial literacy across the nine years of data collected thus far (2017 – 2025).
- Quantifies the relationship between financial literacy and financial well-being.
- Assesses retirement fluency among U.S. adults and examines its relationship with retirement readiness

1 See Lusardi et al. (2017) and Yakoboski et al. (2018 – 2024). These reports are available on the TIAA Institute and GFLEC websites.

2 This was done for the first time in 2024 with five questions. See Yakoboski et al. (2024).

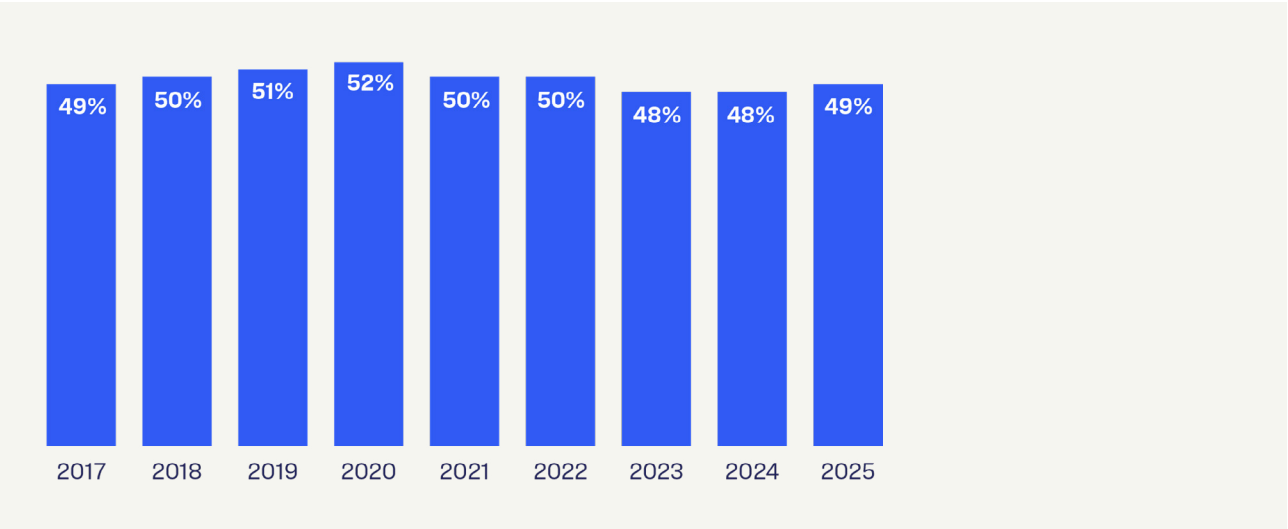
3 The survey was fielded from January 10 to January 23, 2025, with a sample drawn from Ipsos KnowledgePanel, a large-scale probability-based online panel.

Financial literacy among U.S. adults

A consistent finding over nine years of the *P-Fin Index* is that many individuals function with a poor level of financial literacy (Figure 1). On average, U.S. adults correctly answered only 49% of the 28 index questions in 2025, a figure that has consistently hovered around the 50% mark since the initial 2017 survey. This is troubling because the *P-Fin Index* measures working knowledge related to financial situations encountered in the normal course of life. The lack of change isn't surprising, however, as aggregated knowledge levels of the adult population won't change quickly. Continuous effort over time is needed to bring personal finance resources to everyone, from classes in school for the young to programs at the workplace or in communities for working-age adults and retirees.

FIGURE 1. FINANCIAL LITERACY AMONG U.S. ADULTS, 2017 TO 2025

Percentage of *P-Fin Index* questions answered correctly



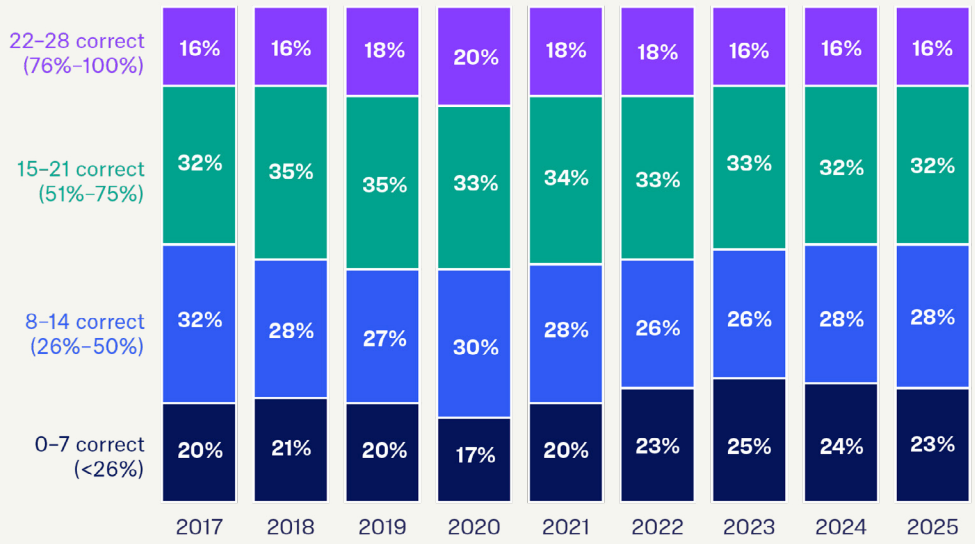
Source: *TIAA Institute-GFLEC Personal Finance Index* (2017—2025).

The distribution of correct answers has also been relatively stable over time (Figure 2). While the share of adults demonstrating a very low level of financial literacy (i.e., they correctly answered seven or fewer of the 28 index questions) is greater in 2025 than 2017 (23% versus 20%),[4] the percentage correctly answering one-half or fewer of the questions is essentially equal (51% in 2025 and 52% in 2017). At the other end of the spectrum, the share of adults demonstrating a very high level of financial literacy (i.e., they correctly answered 22 or more of the 28 index questions) is the same in 2025 as in 2017 (16%).

4 This difference is statistically significant.

FIGURE 2. FINANCIAL LITERACY AMONG U.S. ADULTS, 2017 TO 2025

Distribution of correct answers to *P-Fin Index* questions



Source: *TIAA Institute-GFLEC Personal Finance Index* (2017—2025).

The *P-Fin Index* is designed to assess financial literacy across eight functional areas:[5]

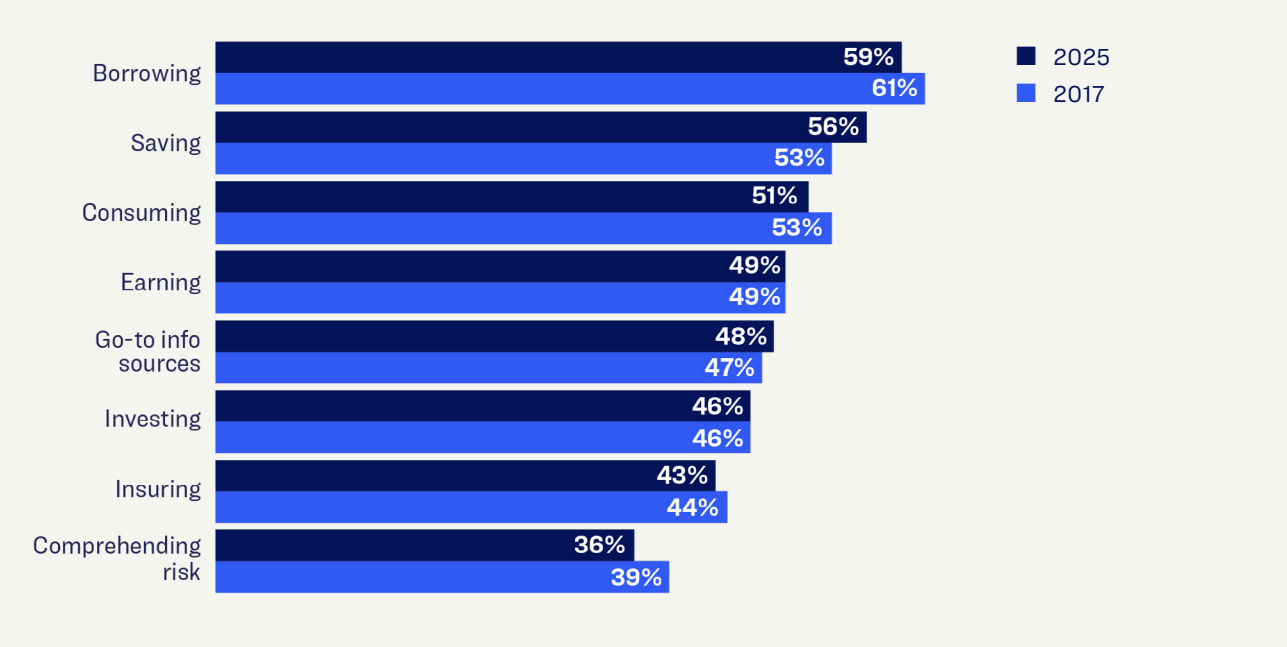
1. Earning (determinants of wages and take-home pay)
2. Consuming (budgets and managing spending)
3. Saving (factors that maximize accumulations)
4. Investing (investment types, risk and return)
5. Borrowing and managing debt (relationship between loan features and repayments)
6. Insuring (types of coverage and how insurance works)
7. Comprehending risk (understanding uncertain financial outcomes)
8. Go-to information sources (recognizing appropriate sources and advice).

5 The eight areas correspond to the National Standards for Financial Literacy outlined by the Council for Economic Education https://www.councilforeconed.org/wp-content/uploads/2021/10/2021-National-Standards-for-Personal-Financial-Education.pdf. Three or four survey questions cover each functional area.

Functional knowledge among U.S. adults has consistently been lowest in the realm of comprehending risk (Figure 3).[6, 7] On average, 36% of these questions were answered correctly in 2025, a figure significantly below its 2017 level (39%). This is problematic because uncertainty is inherent in most aspects of personal finance and financial decision-making. The outcomes associated with most choices are rarely known with certainty when decisions are made, so individuals should be capable of making appropriate decisions in an environment of uncertainty.

FIGURE 3. FUNCTIONAL KNOWLEDGE, 2017 AND 2025

Percentage of *P-Fin Index* questions answered correctly



Source: *TIAA Institute-GFLEC Personal Finance Index* (2017, 2025).

At the other end of the spectrum, functional knowledge has consistently been greatest in the area of borrowing and debt management. On average, 59% of the borrowing questions were answered correctly in 2025—the analogous 2017 figure was 61%. Debt tends to be common across the life cycle for many individuals, so knowledge and understanding may emerge from confronting accumulated debt, often from the early stages of adulthood.

Saving and consuming are other areas where financial literacy is above average in 2025 (i.e., above the aggregated average of correct answers of 49%). Earning and go-to-information sources are at the average, while investing and insuring are other areas where financial literacy is below average. This rank ordering has been relatively stable since 2017. For half of the eight functional areas—namely borrowing, saving, consuming and comprehending risk—financial literacy in 2025 differs significantly from 2017. Interestingly, people scored lower on average in three of those four functional areas in 2025.

6 Comprehending risk involves, for example, understanding the expected outcome in a given scenario depends on the range of possible outcomes, the financial implication associated with each outcome and the likelihood of each outcome occurring.

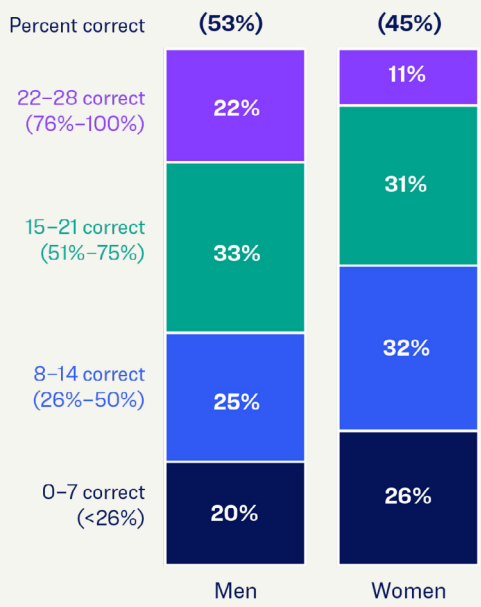
7 This finding is consistent with other research identifying risk-related concepts as the most difficult for individuals to grasp. See Coppola et al. (2017) and Lusardi (2015).

Demographic variations in financial literacy

A consistent finding over nine years of the *P-Fin Index* is that financial literacy among women tends to lag that of men. In 2025, men correctly answered 53% of the index questions, on average, and 22% of men demonstrated very high financial literacy (Figure 4). The analogous figures among women are significantly lower at 45% and 11%, respectively. Regression analysis confirms the financial literacy gender gap isn't simply due to demographic differences: Women correctly answer significantly fewer *P-Fin Index* questions even when taking various sociodemographic characteristics into account (Appendix Figure B1).

FIGURE 4. FINANCIAL LITERACY BY GENDER

Distribution of correct answers to *P-Fin Index* questions

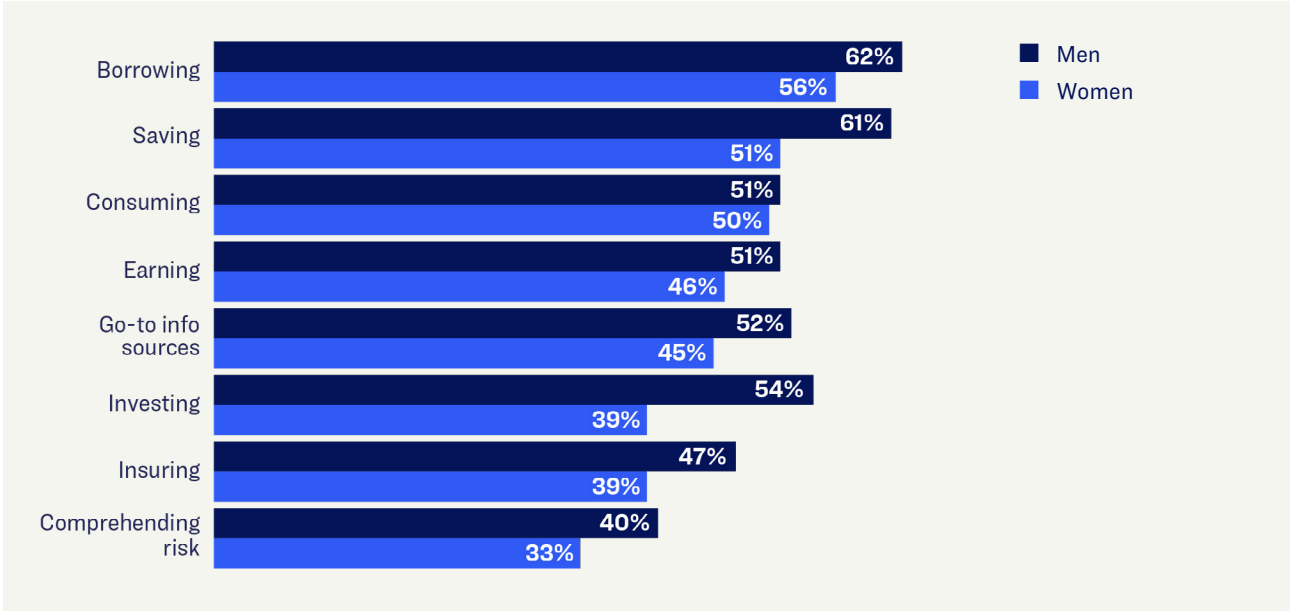


Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

Likewise, functional knowledge levels among women tend to lag those of men in all areas except consuming (Figure 5). These gender differences are statistically significant and as large as 10 and 15 percentage points in the realms of saving and investing, respectively.[8]

FIGURE 5. FUNCTIONAL KNOWLEDGE BY GENDER

Percentage of *P-Fin Index* questions answered correctly



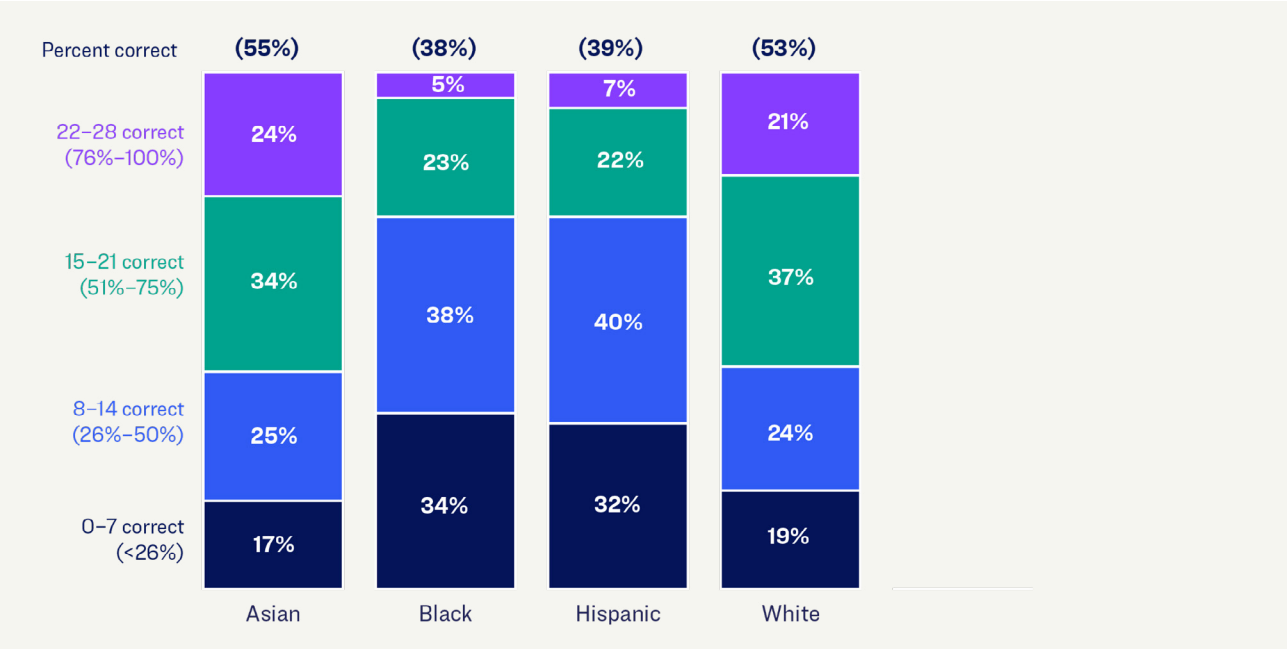
Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

8 All differences were statistically significant at the 99% confidence level except for the one percentage-point difference in consuming, which isn't statistically significant.

Financial literacy levels among Blacks and Hispanics are comparable, albeit at significantly lower levels than Asians and Whites (Figure 6). Blacks correctly answered 38% of the index questions in 2025, on average, and Hispanics 39%. One-third of both Blacks and Hispanics demonstrated very low levels of financial literacy.[9] Financial literacy levels among Asians and Whites are similar: Asians correctly answered 55% of the index questions and Whites 53%, on average. Moreover, 24% of Asians and 21% of Whites demonstrated very high levels of financial literacy by correctly answering between 22 and 28 of the *P-Fin Index* questions.

FIGURE 6. FINANCIAL LITERACY BY RACE AND ETHNICITY

Distribution of correct answers to *P-Fin Index* questions



Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

9 Top-level differences in financial literacy across race and ethnicity, as well as gender, don't mean inherent differences in capability. There are demographic differences across subgroups that matter, such as varying age, education and income. Beyond that, other dynamics the data don't capture are in play, including systemic factors. A more rigorous empirical analysis points to this. Regression results presented in Appendix Figure B1 show that financial literacy remains lower among Blacks and Hispanics relative to Whites after controlling for various socioeconomic factors such as age, education and income.

In line with overall financial literacy, functional knowledge levels among Blacks and Hispanics tend to lag those of Asians and Whites (Figure 7). At the same time, the rank ordering of functional knowledge areas is generally similar across the four groups. Black and Hispanic functional knowledge differs only in the areas of saving and investing. Asian functional knowledge is significantly greater than that of Whites in the areas of saving, consuming, investing, and comprehending risk, and significantly lower in the area of earning.

FIGURE 7. FUNCTIONAL KNOWLEDGE BY RACE AND ETHNICITY

Percentage of *P-Fin Index* questions answered correctly

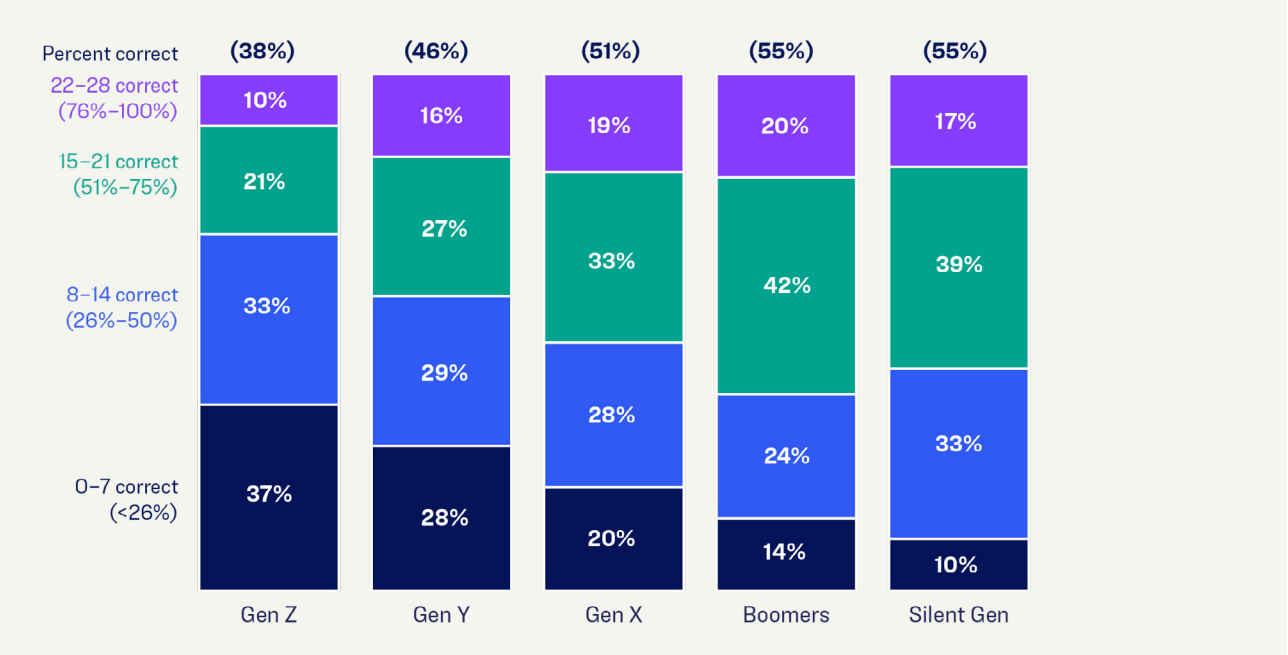
	Asian	Black	Hispanic	White
Borrowing	64% (2)	46% (1)	47% (1)	64% (1)
Saving	66% (1)	43% (2)	46% (2)	60% (2)
Consuming	57% (3)	42% (3)	44% (3)	54% (3)
Earning	49% (6)	40% (4)	40% (4)	53% (5)
Go-to info sources	55% (4)	34% (5)	37% (6)	54% (3)
Investing	55% (4)	34% (5)	38% (5)	50% (6)
Insuring	47% (7)	30% (8)	29% (8)	49% (7)
Comprehending risk	42% (8)	32% (7)	34% (7)	37% (8)

Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

Financial literacy tends to be low across five generations in the United States, but particularly so among Gen Z (Figure 8). Gen Z correctly answered only 38% of the *P-Fin Index* questions, on average, in 2025. Financial literacy is progressively greater among older generations—on average, Gen Y correctly answered 46% of the index questions, Gen X correctly answered 51%, and baby boomers and the Silent Generation 55% each.[10] Likewise, the share of each generation demonstrating very low financial literacy is progressively larger among younger generations, ranging from 10% of the Silent Generation to 37% of Gen Z.[11]

FIGURE 8. FINANCIAL LITERACY BY GENERATION

Distribution of correct answers to *P-Fin Index* questions



Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

It's important to note, when interpreting these findings, that a nine-year time span of cross-sectional data is insufficient to differentiate between age and generational effects. Thus, greater financial literacy among older generations could reflect shared differences across the life cycle as well as differences specific to cohorts born in certain time periods. Nevertheless, these findings show individuals typically begin adulthood with very low financial literacy, and it tends to remain low over time.

10 Differences for Gen Z, Gen Y, Gen X and baby boomers with each adjacent generation are statistically significant. There's no statistically significant difference between the Silent Generation and baby boomers.

11 Differences in low financial literacy across Gen Z, Gen Y, Gen X and baby boomers are statistically significant. There's no statistically significant difference between baby boomers and the Silent Generation.

Gen Z financial literacy in each functional area is consistently lower than the other generations (Figure 9). Insuring is the area where Gen Z functional knowledge is lowest and correspondingly where the gap with other generations tends to be largest. Comprehending risk is the area of lowest functional knowledge for each generation except Gen Z. It's also the area where knowledge doesn't appear to increase with age as roughly one-third of the risk-related questions were answered correctly, on average, across generations.

FIGURE 9. FUNCTIONAL KNOWLEDGE BY GENERATION

Percentage of *P-Fin Index* questions answered correctly

	Gen Z	Gen Y	Gen X	Baby boomers	Silent Generation
Borrowing	47% (1)	55% (1)	61% (1)	67% (1)	63% (1)
Saving	46% (2)	53% (2)	57% (2)	62% (2)	61% (2)
Consuming	43% (3)	50% (3)	53% (3)	55% (3)	50% (7)
Earning	38% (5)	45% (4)	53% (3)	54% (5)	54% (4)
Go-to info sources	39% (4)	45% (4)	51% (5)	54% (5)	52% (6)
Investing	34% (6)	43% (6)	49% (6)	53% (7)	54% (4)
Insuring	26% (8)	37% (7)	45% (7)	55% (3)	57% (3)
Comprehending risk	32% (7)	36% (8)	37% (8)	38% (8)	39% (8)

Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

Financial literacy levels also vary with other demographics. For example, financial literacy tends to be greater among those with more education, those who have received financial education, those employed or retired, and those with higher household incomes. (See Appendix Figure A2.) These patterns are consistent with variations identified in previous years of the *P-Fin Index* and other studies, as well as the regression findings shown in Appendix Figure B1.[12]

12 See Lusardi and Mitchell (2007, 2014, 2023), Lusardi et al. (2017) and Yakoboski et al. (2018 – 2024).

The link between financial literacy and financial well-being

The *P-Fin Index* survey also includes questions that provide indicators of financial well-being: being debt constrained, financial fragility, having little emergency savings and time spent on financial issues. Figure 10 shows four indicators across the U.S. adult population and across men and women, racial and ethnic groups, and generations. In January 2025, 28% of adults reported they're debt constrained, i.e., debt and debt payments prevent them from adequately addressing other financial priorities. An identical percentage reported being financially fragile, i.e., they're certain they couldn't come up with $2,000 if an unexpected need arises within the next month. More than 40% of those not retired don't have or are unsure whether they have nonretirement savings sufficient to cover one month of living expenses. It's not surprising then that 20% of U.S. adults typically spend 10 or more hours per week thinking about and dealing with issues and problems related to their personal finances. These findings point to the financial struggles many households face.

FIGURE 10. FINANCIAL WELL-BEING BY GENDER, RACE/ETHNICITY, AND GENERATION

	Debt prevents adequately addressing other financial priorities	Could not come up with $2,000 for an unexpected need	Do not have or unsure if have one month of nonretirement savings (among nonretirees)	Spend 10+ hours per week on financial issues
All U.S. adults	28%	28%	46%	20%
Men	25%	27%	40%	18%
Women	30%	29%	51%	21%
Asian	18%	18%	35%	13%
Black	40%	35%	64%	29%
Hispanic	36%	38%	60%	30%
White	23%	25%	37%	16%
Gen Z	23%	41%	62%	24%
Gen Y	39%	30%	48%	27%
Gen X	31%	28%	40%	22%
Boomers	17%	20%	22%	11%
Silent Gen	15%	18%		5%

Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

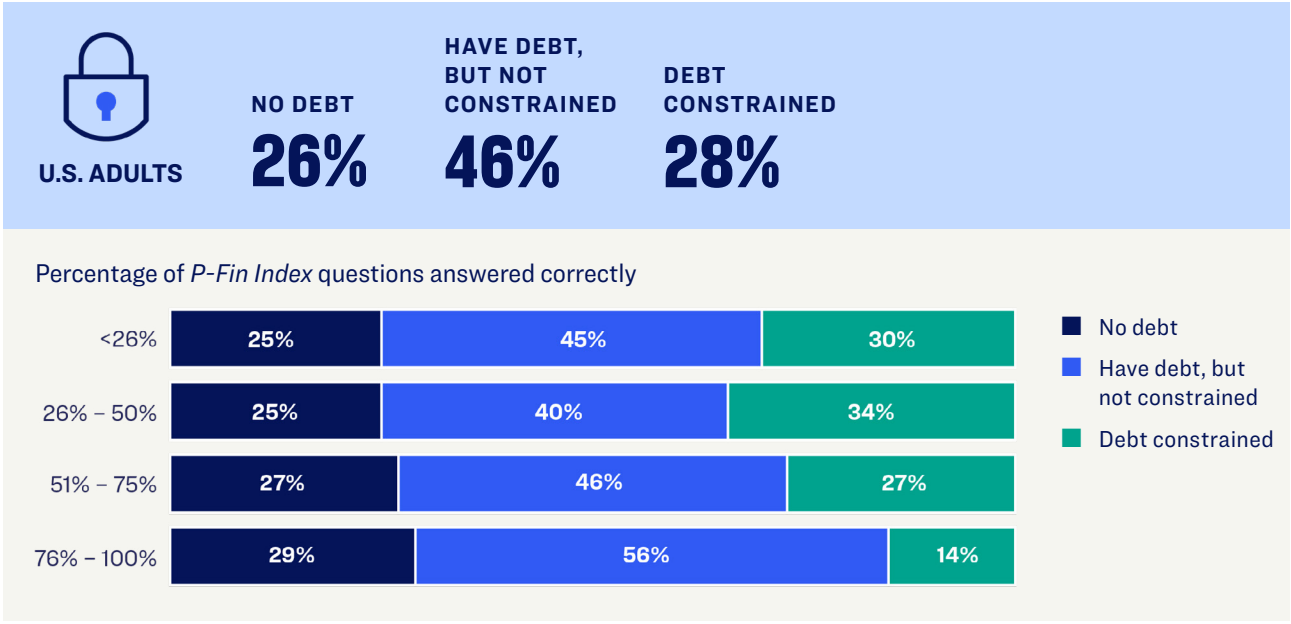
Consistent with *P-Fin Index* findings from previous years, the 2025 data demonstrate financial well-being is strongly linked to financial literacy—greater financial literacy generally translates into greater financial well-being, and lower financial literacy is generally associated with lower financial well-being. Compared with those who have a very high level of financial literacy (i.e., they correctly answered more than 75% of the *P-Fin Index* questions), those with a very low level of financial literacy (i.e., they correctly answered 25% or less of the questions) are:

- Twice as likely to be debt-constrained (Figure 11)
- Three times more likely to be financially fragile (Figure 12)
- Five times more likely to not have or be unsure whether they have nonretirement savings sufficient to cover one month of living expenses (Figure 13)
- Eight times more likely to spend 20 hours or more per week (and over two times more likely to spend 10 hours or more per week) thinking about and dealing with issues and problems related to personal finances (Figure 14)[13]

13 Regression analysis confirms a statistically significant relationship between financial literacy as measured by the *P-Fin Index* and financial fragility, emergency savings, and time spent on personal finance issues and problems. See Appendix Figure B2.

FIGURE 11. FINANCIAL LITERACY AND DEBT CONSTRAINT

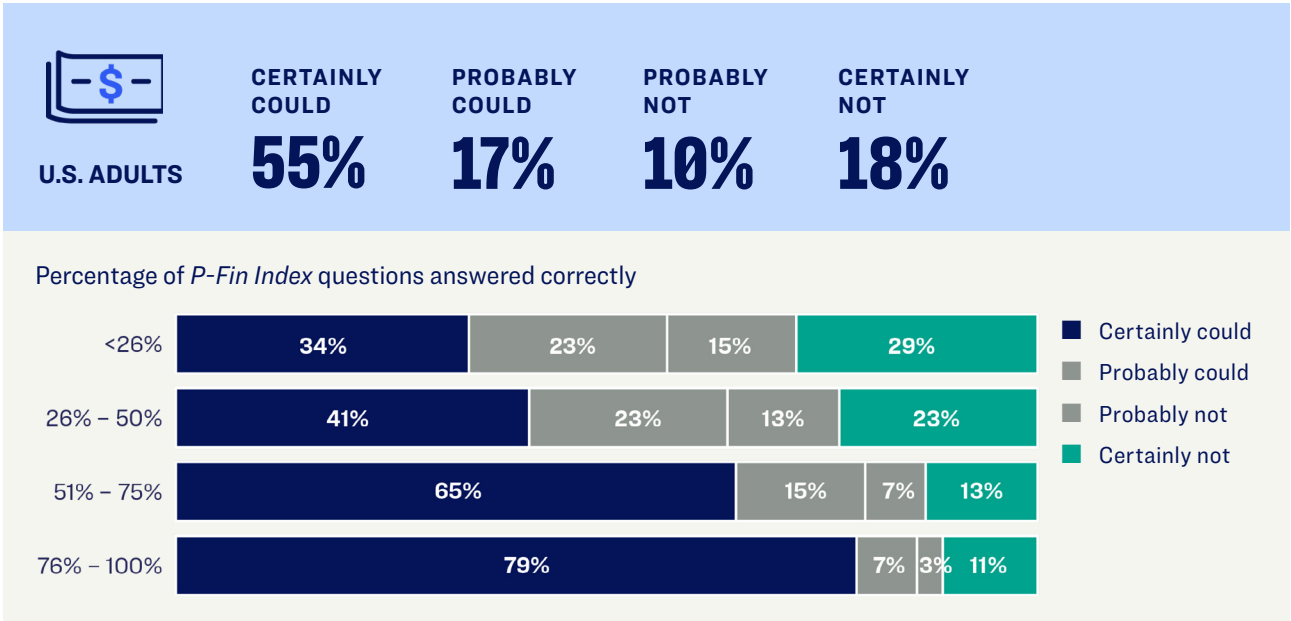
Do debt and debt payments prevent you from adequately addressing other financial priorities?



Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

FIGURE 12. FINANCIAL LITERACY AND FINANCIAL FRAGILITY

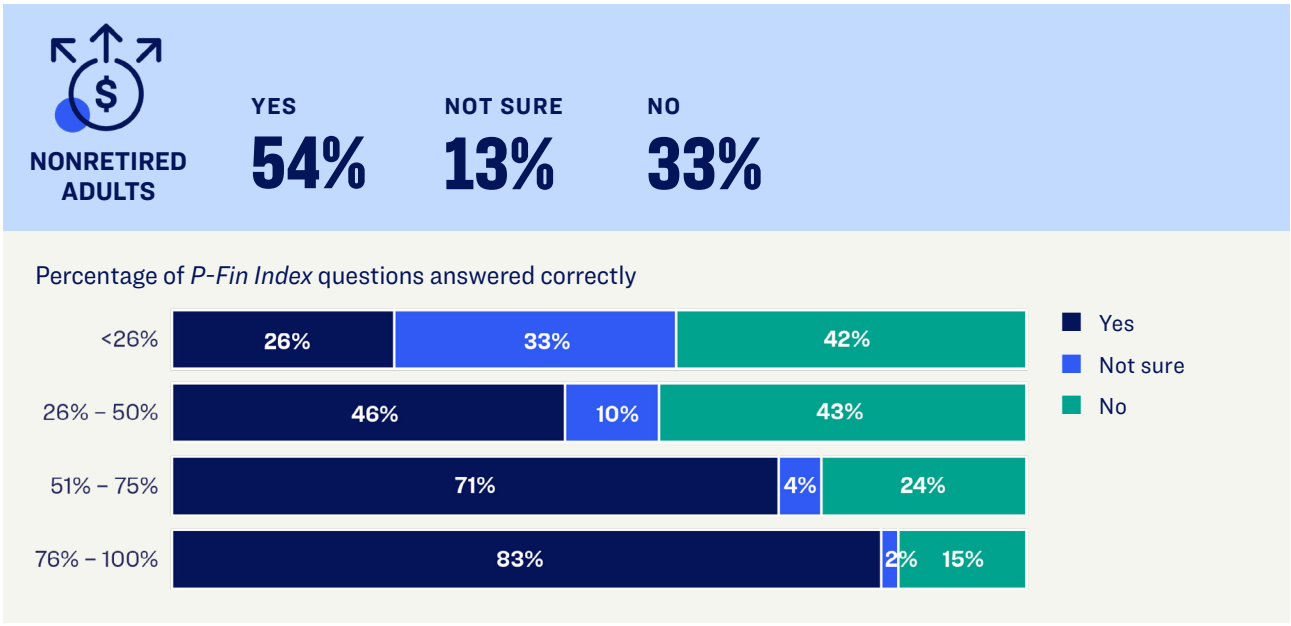
How confident are you that you could come up with $2,000 if an unexpected need arose within the next month?



Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

FIGURE 13. FINANCIAL LITERACY AND EMERGENCY SAVINGS

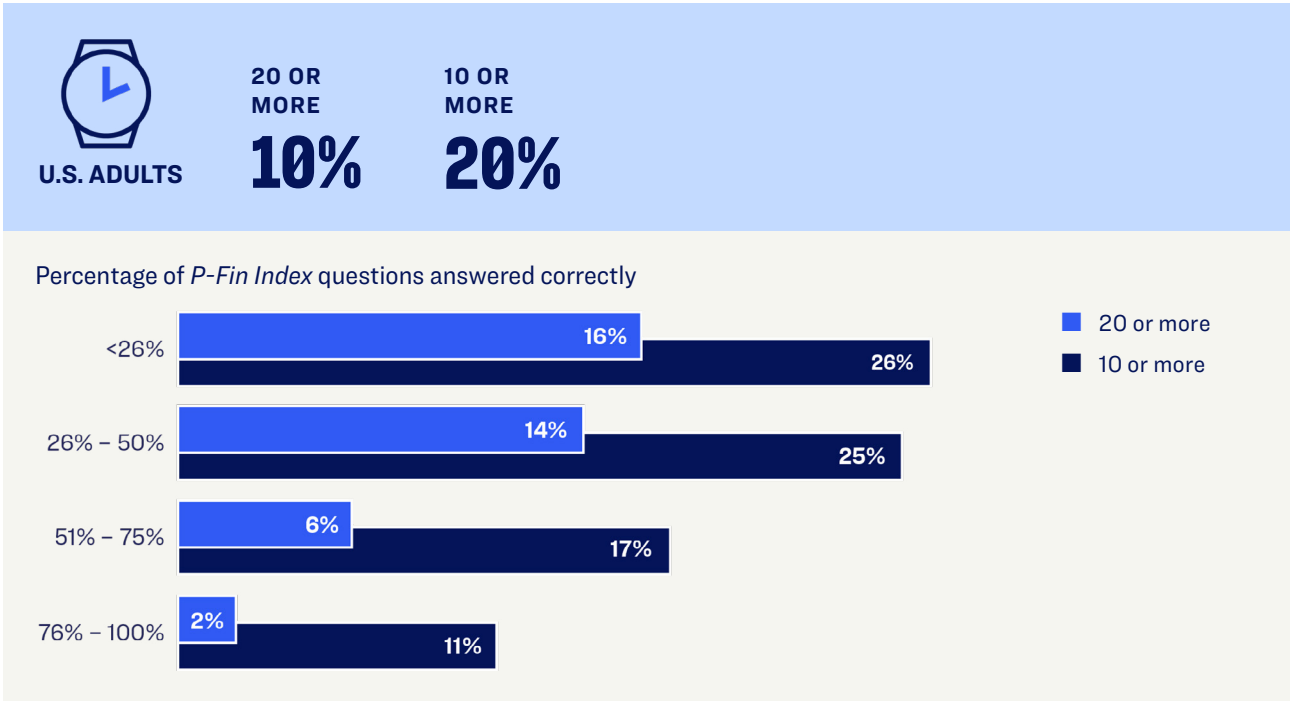
Do you have nonretirement savings sufficient to cover one month of living expenses if needed?



Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

FIGURE 14. FINANCIAL LITERACY AND TIME SPENT ON PERSONAL FINANCES

How much time (hours per week) do you typically spend thinking about and dealing with issues and problems related to your personal finances?

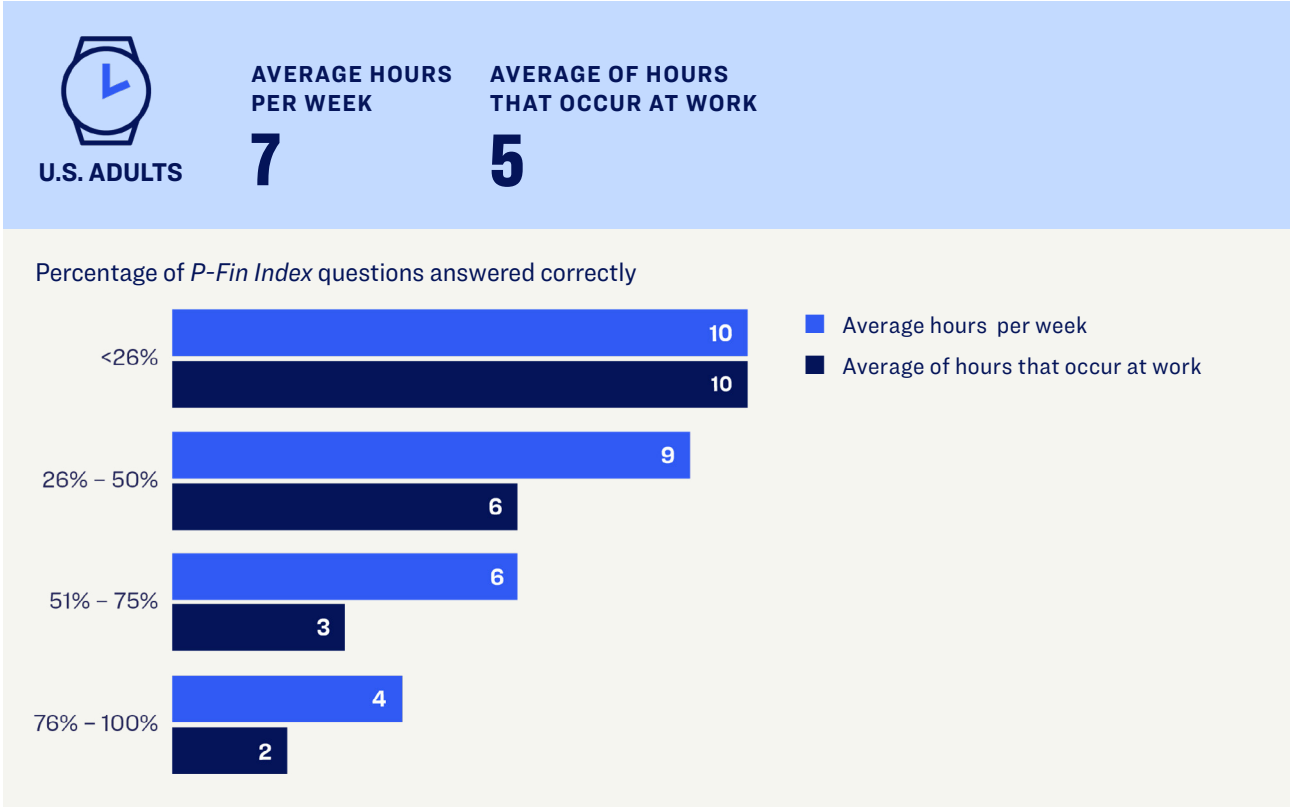


Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

On average, U.S. adults typically spend seven hours per week thinking about and dealing with issues and problems related to personal finances (Figure 15).[14] Again, this dynamic varies significantly with financial literacy—those with a very high level of financial literacy spend only about four hours per week compared with 10 hours among those with very low financial literacy.

FIGURE 15. FINANCIAL LITERACY AND TIME SPENT ON PERSONAL FINANCES

How much time (hours per week) do you typically spend thinking about and dealing with issues and problems related to your personal finances?



Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

The survey also asked workers how many of these hours occur on the job. Among workers who reported spending time thinking about personal finance issues in general, the average time spent doing so at work is five hours per week.[15] Among workers with very low financial literacy, this figure is double at 10 hours per week, the equivalent of more than an entire workday.

Analogous relationships between financial literacy and financial well-being tend to hold across men and women, racial and ethnic groups, and generations. There's often a double-digit decrease in the percentage of adults experiencing poor outcomes when comparing those with relatively high financial literacy (i.e., they correctly answered more than 50% of the index questions) to those with relatively low financial literacy (i.e., they correctly answered 50% or fewer of the index questions). (See Appendix Figures A3 – A5.)

14 This includes the 17% who report spending no time on personal finance issues and problems in their typical week.

15 Among all workers, including those who spend no time thinking about personal finance issues and problems in the typical week, this figure is four hours per week.

Retirement fluency

Retirement fluency is knowledge that promotes financial well-being in retirement. Six questions in the 2025 *P-Fin Index* survey are used to gauge basic retirement fluency, each covering a distinct subject: Social Security benefits, Medicare coverage of healthcare expenses, employment-based retirement savings, ensuring lifetime income, likelihood of needing long-term care at older ages and life expectancy in retirement.

Retirement fluency questions

Which statement about Social Security is false?

1. **The amount someone receives in Social Security benefits depends upon his/her earnings during the last two years of full-time employment.**
2. A worker receives Social Security benefit payments if he/she becomes disabled before retiring.
3. Social Security benefit payments will continue as long as an individual is alive, no matter how long he/she lives.
4. Don't know.

On average, Medicare and other government programs cover how much of an individual's health care expenses in retirement?

1. Over 90%.
2. **About 2/3.**
3. About 1/2.
4. Don't know.

Latisha plans to start saving for retirement by setting aside $2,000 this year. Her employer offers a 401(k) plan and fully matches a worker's contributions up to $5,000 each year. Under which scenario does Latisha have the largest amount in retirement savings at year-end?

1. **She contributes $2,000 to the 401(k) plan and invests the money in a mutual fund that earns a 5% return during the year.**
2. She contributes $2,000 to an IRA (individual retirement account) and invests the money in a mutual fund that earns a 5% return during the year.
3. It does not matter—she will have the same amount of year-end savings either way.
4. Don't know.

Susan worries about living a long life and running out of money. What is the best way for her to address that possibility?

1. **Buy an annuity.**
2. Buy life insurance.
3. There is nothing she can do about this.
4. Don't know.

What is the likelihood that a 65-year-old will eventually need some type of long-term care services?

1. About 30% (3 in 10).
2. About 50% (5 in 10).
3. **About 70% (7 in 10).**
4. Don't know.

On average in the U.S., how long will a 65-year-old [man/woman] live?

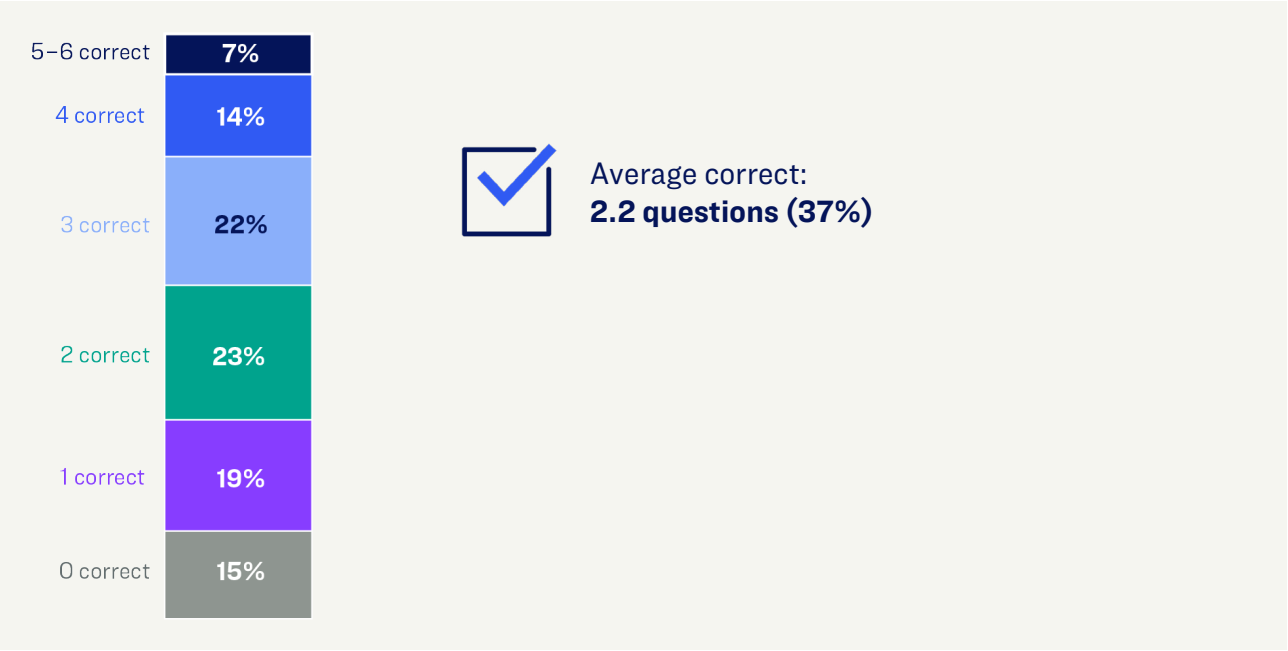
1. About 14 more years (age 79)/About 17 more years (age 82).
2. **About 19 more years (age 84)/About 22 more years (age 87).**
3. About 24 more years (age 89)/About 27 more years (age 92).
4. Don't know.

Analogous to financial literacy, retirement fluency tends to be low among U.S. adults. On average, respondents correctly answered slightly more than two questions out of the six (37% of the retirement fluency questions).[16] Only 7% were able to correctly answer five or six of the retirement fluency questions. At the other end of the spectrum, 34% correctly answered just one or no questions (Figure 16).

16 This is in line with the 2024 *P-Fin Index* findings published in Yakoboski et al. (2024), which first introduced the retirement fluency measure with five questions. The question assessing respondents' understanding of the likelihood of needing long-term care was added in 2025.

FIGURE 16. RETIREMENT FLUENCY

Distribution of correct answers to retirement-related questions

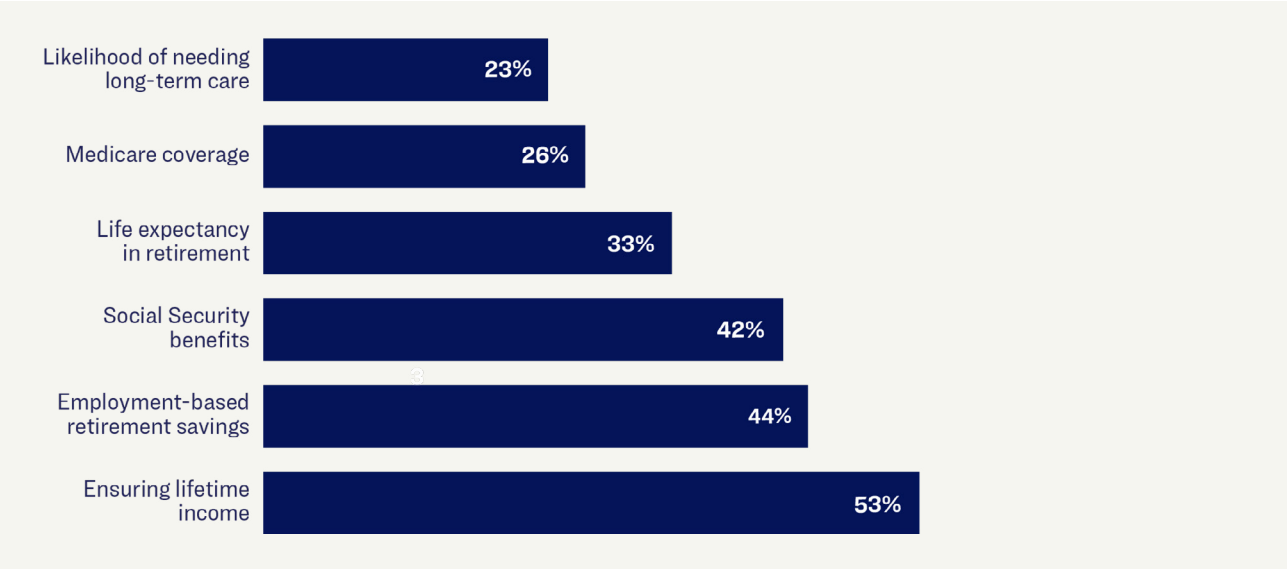


Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

The fraction of adults correctly answering the individual questions ranges from one-quarter to one-half (Figure 17). Only 23% correctly answered the question about the likelihood that a 65-year-old will eventually need some type of long-term care services. Likewise, only 26% correctly answered the question about Medicare's average coverage rate of retiree healthcare expenses. Slightly more than half (53%) know annuities provide lifetime income.

FIGURE 17. RETIREMENT FLUENCY

Percentage correctly answering retirement-related questions

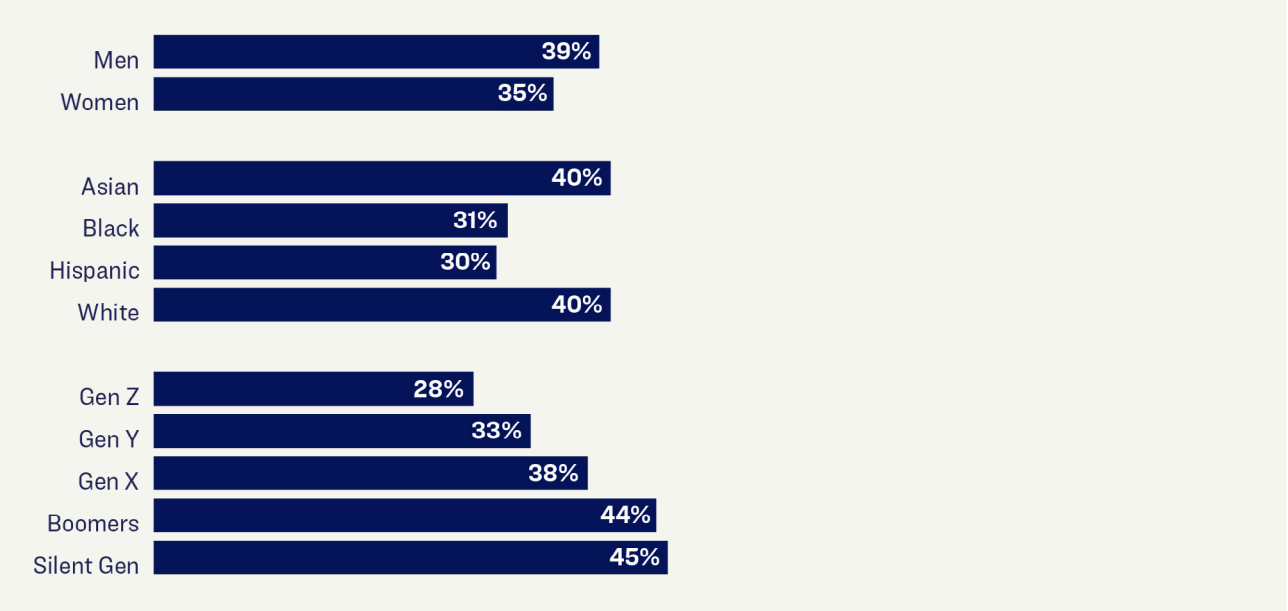


Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

Retirement fluency is greater among baby boomers and the Silent Generation compared to younger generations, but it's not surprising those closer to and in retirement tend to be more knowledgeable on retirement-related topics (Figure 18). Nonetheless, boomers and the Silent Generation correctly answered less than half of the questions, on average, signaling reason for concern. In addition, analogous to financial literacy, men correctly answered significantly more retirement fluency questions than women, on average, and Asians and Whites correctly answered significantly more questions than Blacks and Hispanics. (These findings are reinforced by multivariate analysis presented in Appendix Figure B3.)

FIGURE 18. RETIREMENT FLUENCY

Percentage of retirement-related questions answered correctly

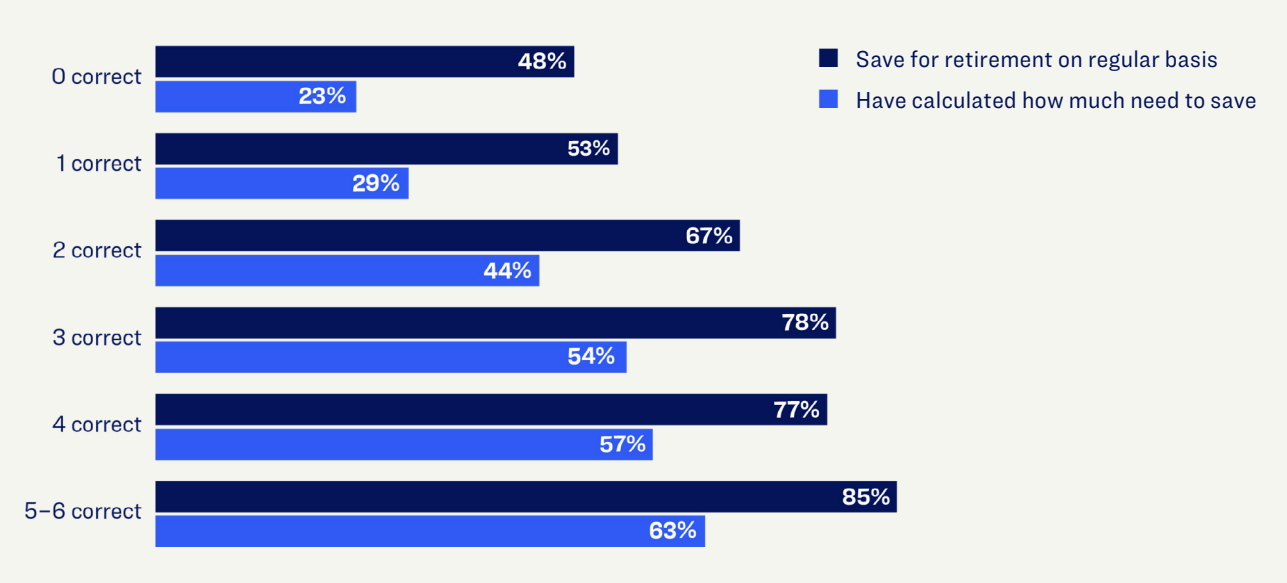


Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

Finally, there's a positive relationship between retirement fluency and retirement readiness— workers with greater retirement fluency are more often retirement savers and planners. The survey shows 85% of workers who correctly answered five or six of the retirement fluency questions save for retirement on a regular basis, and 63% have determined how much they need to save for retirement (Figure 19). The analogous figures among those who didn't correctly answer any of the questions are 48% and 23%, respectively.[17]

FIGURE 19. RETIREMENT FLUENCY AND RETIREMENT READINESS AMONG WORKERS

# of retirement-related questions answered correctly



Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

It's important to note the data shows retirement fluency and financial literacy are complements when it comes to retirement readiness. Accounting simultaneously for the effects of retirement fluency and financial literacy on planning for retirement in regression analyses shows the estimated coefficients of both are highly statistically significant (Appendix Figure B5).[18] Meaning, there's a statistically significant relationship between retirement fluency and planning for retirement and between financial literacy and planning for retirement.

17 Appendix Figure B4 shows regression results, which confirm a statistically significant relationship between retirement fluency and both saving and planning for retirement.

18 The three different specifications of the financial literacy variables in the regressions of Appendix Figure B5 are the following: (1) total number of *P-Fin Index* questions answered correctly; (2) a variable indicating those answering more than 50% of the *P-Fin Index* questions correctly (representing those more financially literate than the average); (3) a variable measuring whether respondents were offered financial education, which is used as a robustness check.

Discussion

A consistent takeaway from the first nine years of the *P-Fin Index* is that knowledge matters—individuals with greater financial literacy tend to have better personal finance outcomes compared with those with lesser financial literacy. Unfortunately, another consistent finding is that many U.S. adults are disadvantaged by poor financial literacy.

On average, adults can correctly answer only half of the index questions, and this figure is even lower among certain demographic groups, such as women, Blacks and Hispanics, and younger adults. This is particularly troubling because the *P-Fin Index* measures working knowledge in areas where individuals inherently function during the normal course of life.

Furthermore, findings also indicate that retirement fluency tends to be low among U.S. adults, which doesn't bode well for retirement income security.

This doesn't mean increased financial literacy is a panacea for poor financial well-being—likewise for retirement fluency and retirement readiness. Other factors matter, including resources and access to appropriate products and opportunities in the financial system, such as coverage by an employment-based retirement savings plan. But an ability to make sound financial decisions matters as well. It could even matter more for those with fewer financial resources to work with.

These results demonstrate the importance of initiatives to improve financial literacy (and retirement fluency as well), particularly programming and content targeting specific sociodemographic groups. One size doesn't fit all when it comes to financial well-being and financial literacy. In this vein, three points are particularly noteworthy from a policy perspective.

1. It's important to equip young people with the knowledge necessary to make the many financial decisions they'll face in life. One way is to promote financial education in primary and secondary education.
2. It's important to design initiatives and programs specifically targeted to populations that tend to display much lower levels of financial literacy, such as Blacks and Hispanics, as well as women.
3. Comprehending risk is an area where financial literacy is particularly low. This type of knowledge is also important in areas other than simply saving and investing, such as the broad realm of insurance—everything from home and auto insurance to things like extended warranties and vacation insurance. Improved functional knowledge in this realm could have significant financial benefits for many.

References

Coppola, M.; Langley, G.; Sabatini, M.; & Wolf, R. (2017). When will the penny drop? Money, financial literacy and risk in the digital age. *International Pension Papers, 1*, 1–31. Allianz. https://gflec.org/wp-content/uploads/2017/01/AGI-IPP_1-17_Financial-Literacy_FINAL.pdf

Lusardi, A. (2015). Risk literacy. *Italian Economic Journal, 1*(1), 5–23. https://doi.org/10.1007/s40797-015-0011-x

Lusardi, A., & Mitchell, O. S. (2007). Baby Boomer retirement security: The roles of planning, financial literacy, and housing wealth. *Journal of Monetary Economics, 54*(1), 205–24. https://doi.org/10.1016/j.jmoneco.2006.12.001

Lusardi, A., & Mitchell, O. S. (2014). The economic importance of financial literacy: Theory and evidence. *Journal of Economic Literature, 52*(1), 5–44. http://dx.doi.org/10.1257/jel.52.1.5

Lusardi, A., & Mitchell, O. S. (2023). The importance of financial literacy: Opening a new field. *Journal of Economic Perspectives, 37*(4), 137–54. https://www.aeaweb.org/articles?id=10.1257/jep.37.4.137

Lusardi, A.; Oggero, N.; & Yakoboski, P. (2017). *The TIAA Institute-GFLEC Personal Finance Index: A new measure of financial literacy*. TIAA Institute; Global Financial Literacy Excellence Center. https://www.tiaa.org/public/institute/publication/2017/2017-personal-finance-index-new-measure-financial-literacy

Yakoboski, P.; Lusardi, A.; & Hasler, A. (2018). *The 2018 TIAA Institute-GFLEC Personal Finance Index: The state of financial literacy among U.S. adults*. TIAA Institute; Global Financial Literacy Excellence Center. https://www.tiaa.org/public/institute/publication/2018/2018-tiaa-institute-gflec-personal-finance-index

Yakoboski, P.; Lusardi, A.; & Hasler, A. (2019). *Financial literacy in the United States and its link to financial wellness: The 2019 TIAA Institute-GFLEC Personal Finance Index*. TIAA Institute; Global Financial Literacy Excellence Center. https://www.tiaa.org/public/institute/publication/2019/2019-tiaa-institute-gflec-personal-finance-index

Yakoboski, P.; Lusardi, A.; & Hasler, A. (2020). *The 2020 TIAA Institute-GFLEC Personal Finance Index: Many do not know what they do and do not know*. TIAA Institute; Global Financial Literacy Excellence Center. https://www.tiaa.org/public/institute/publication/2020/2020-tiaa-institute-gflec-personal-finance-index

Yakoboski, P.; Lusardi, A.; & Hasler, A. (2021). *Financial well-being and literacy in the midst of a pandemic: The 2021 TIAA Institute-GFLEC Personal Finance Index*. TIAA Institute; Global Financial Literacy Excellence Center. https://www.tiaa.org/public/institute/publication/2021/2021-tiaa-institute-gflec-personal-finance-index

Yakoboski, P.; Lusardi, A.; & Hasler, A. (2022). H*ow financial literacy varies among U.S. adults: The 2022 TIAA Institute-GFLEC Personal Finance Index*. TIAA Institute; Global Financial Literacy Excellence Center. https://www.tiaa.org/public/institute/publication/2022/2022-tiaa-institute-gflec-personal-finance-index

Yakoboski, P.; Lusardi, A.; & Hasler, A. (2023). *Financial well-being and literacy in a high-inflation environment: The 2023 TIAA Institute-GFLEC Personal Finance Index*. TIAA Institute; Global Financial Literacy Excellence Center. https://www.tiaa.org/public/institute/publication/2023/financial-well-being-and-literacy-in-a-high-inflation-environmen

Yakoboski, P.; Lusardi, A.; & Sticha, A. (2024). *Financial literacy and retirement fluency: New insights for improving financial well-being*. TIAA Institute; Global Financial Literacy Excellence Center. https://www.tiaa.org/public/institute/publication/2024/financial-literacy-and-retirement-fluency

Appendix A

Additional cross-tabulations

FIGURE A1. DISTRIBUTION OF RESPONDENT DEMOGRAPHICS IN THE 2025 *P-FIN INDEX* (WEIGHTED SAMPLE)

	All	Asian	Black	Hispanic	White
Generation					
Gen Z	17%	16%	19%	22%	14%
Gen Y (millennials)	27	33	30	32	24
Gen X	26	26	25	27	25
Baby boomers	27	21	24	16	31
Silent Generation	4	4	3	3	5
Gender					
Male	49%	48%	46%	50%	49%
Female	51	52	54	50	51
Education					
Less than HS degree	9%	7%	9%	23%	5%
High school degree	29	19	34	34	27
Associate degree or some college	26	17	29	23	28
Bachelor's degree or higher	36	57	27	20	40
Household income					
Less than $25,000	10%	7%	17%	11%	8%
$25,000 to $49,999	14	10	18	18	13
$50,000 to $99,999	27	20	31	31	26
$100,000 and more	49	62	34	40	53
Employment status					
Employed	57%	60%	59%	62%	55%
Retired	26	20	23	15	31
Unemployed or disabled	7	5	11	10	6
Homemaker	5	6	3	8	4
Student	4	9	4	4	4
Ethnicity					
Asian	7%	100%	-	-	-
Black	12	-	100%	-	-
Hispanic	18	-	-	100%	-
White	61	-	-	-	100%
Other	2	-	-	-	-

Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

FIGURE A2. FINANCIAL LITERACY BY OTHER SOCIODEMOGRAPHICS

Percentage of *P-Fin Index* questions answered correctly

Education	
Less than high school degree	31%
High school degree	38%
Some college	48%
College degree	63%
Financial education	
Received financial education	62%
No financial education	44%

Household income	
Less than $25,000	28%
$25,000 to $49,999	38%
$50,000 to $99,999	47%
$100,000 or more	57%
Employment status	
Employed	50%
Unemployed or disabled	38%
Retired	54%

Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

FIGURE A3. FINANCIAL LITERACY AND FINANCIAL WELL-BEING (BY GENDER)

	Men		**Women**	
	% of *P-Fin Index* questions answered correctly			
	≤50%	**>50%**	**≤50%**	**>50%**
Debt prevents adequately addressing other financial priorities	31%	20%	33%	25%
Could not come up with $2,000 for an unexpected need	40%	18%	38%	18%
Do not have one month of nonretirement savings (if nonretired)	42%	18%	43%	26%
Spend 20+ hours per week on financial issues	14%	5%	15%	5%

Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

FIGURE A4. FINANCIAL LITERACY AND FINANCIAL WELL-BEING (BY RACE AND ETHNICITY)

	Asian		**Black**		**Hispanic**		**White**	
	% of *P-Fin Index* questions answered correctly							
	≤50%	**>50%**	**≤50%**	**>50%**	**≤50%**	**>50%**	**≤50%**	**>50%**
Debt prevents adequately addressing other financial priorities	22%	15%	39%	42%	37%	33%	28%	20%
Could not come up with $2,000 for an unexpected need	25%	14%	40%	23%	45%	25%	37%	17%
Do not have one month of nonretirement savings (if nonretired)	31%	12%	50%	38%	50%	24%	37%	20%
Spend 20+ hours per week on financial issues	7%	3%	19%	14%	20%	9%	11%	4%

Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

FIGURE A5. FINANCIAL LITERACY AND FINANCIAL WELL-BEING (BY GENERATION)

	Gen Z		Gen Y		Gen X		Boomers	
	% of *P-Fin Index* questions answered correctly							
	≤50%	>50%	≤50%	>50%	≤50%	>50%	≤50%	>50%
Debt prevents adequately addressing other financial priorities	25%	19%	47%	30%	35%	28%	19%	16%
Could not come up with $2,000 for an unexpected need	46%	31%	42%	17%	41%	18%	28%	16%
Do not have one month of nonretirement savings (if nonretired)	47%	30%	48%	21%	39%	21%	18%	12%
Spend 20+ hours per week on financial issues	18%	6%	21%	5%	14%	8%	5%	2%

Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

Appendix B

Multivariate findings

FIGURE B1

Regression analysis Dependent variable: Percentage of *P-Fin Index* questions answered correctly	
Gender (Ref.: Male)	
Female	-6.738***
	(0.844)
Age (Ref.: Gen Z)	
Gen Y	0.639
	(1.503)
Gen X	4.338***
	(1.580)
Baby boomers	9.861***
	(1.780)
Silent Generation	8.451***
	(2.538)
Race/Ethnicity (Ref.: White)	
Black	-9.764***
	(1.127)
Hispanic	-6.320***
	(1.140)
Asian	0.084
	(1.470)
Other	-2.084
	(2.129)
Education (Ref.: Less than HS)	
High school	3.670**
	(1.628)
Some college	9.992***
	(1.703)
Bachelor's degree or higher	21.139***
	(1.732)

Regression analysis Dependent variable: Percentage of *P-Fin Index* questions answered correctly	
Income (Ref.: <$25K)	
$25 – 50K	5.733***
	(1.714)
$50 – 100K	11.153***
	(1.586)
>$100K	16.473***
	(1.688)
Work status (Ref.: Employed)	
Unemployed/disabled	-1.707
	(1.355)
Retired	-0.586
	(1.272)
Marital status (Ref.: Married)	
Single	-0.522
	(1.307)
Widowed/divorced/separated	1.172
	(1.171)
Children under age 18	
Yes	-0.404
	(1.013)
Constant	27.774***
	(2.327)
Observations	3,365
R-squared	0.302

Note: Estimated OLS regression coefficients are compared with the following reference values (Ref.): male for the gender variable, White for the race/ethnicity variable, Gen Z for the age variable, household income of less than $25,000 for the income variable, having less than a high school degree for the educational attainment variable, employed for the work status variable, and being married for the marital status variable. Robust standard errors in parentheses: *p<0.10, **p<0.05, ***p<0.01.

Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

FIGURE B2

Regression analysis			
	Could not come up with $2,000 for an unexpected need	**Do not have or unsure if have one month of nonretirement savings (nonretired)**	**Spend 20+ hours per week on financial issues**
Total # of *P-Fin Index* questions correct	-0.007***	-0.015***	-0.002**
	(0.001)	(0.002)	(0.001)
Gender (Ref.: Male)			
Female	-0.013	0.049***	0.008
	(0.017)	(0.019)	(0.011)
Age (Ref.: Gen Z)			
Gen Y	-0.010	0.009	0.000
	(0.033)	(0.028)	(0.025)
Gen X	-0.006	-0.018	-0.027
	(0.034)	(0.030)	(0.025)
Baby boomers	-0.088**	-0.195***	-0.130***
	(0.039)	(0.037)	(0.026)
Silent Generation	-0.130**	-0.182**	-0.159***
	(0.054)	(0.082)	(0.030)
Race/Ethnicity (Ref.: White)			
Black	0.015	0.107***	0.069***
	(0.025)	(0.027)	(0.020)
Hispanic	0.040	0.072***	0.054***
	(0.026)	(0.025)	(0.019)
Asian	-0.054**	0.002	-0.014
	(0.026)	(0.030)	(0.013)
Other	0.093*	0.167***	0.046
	(0.048)	(0.048)	(0.034)
Education (Ref.: Less than HS)			
High school	-0.081**	-0.035	-0.076**
	(0.039)	(0.036)	(0.033)
Some college	-0.148***	-0.104***	-0.081**
	(0.040)	(0.039)	(0.033)
Bachelor's degree or higher	-0.184***	-0.205***	-0.085**
	(0.040)	(0.040)	(0.033)
Income (Ref.: <$25K)			
$25 – 50K	-0.125***	-0.074**	-0.072**
	(0.043)	(0.037)	(0.034)
$50 – 100K	-0.254***	-0.169***	-0.108***
	(0.039)	(0.034)	(0.031)
>$100K	-0.261***	-0.288***	-0.159***
	(0.040)	(0.036)	(0.031)

FIGURE B2 (CONTINUED)

Regression analysis			
	Could not come up with $2,000 for an unexpected need	Do not have or unsure if have one month of nonretirement savings (nonretired)	Spend 20+ hours per week on financial issues
Work status (Ref.: Employed)			
Unemployed/disabled	0.048*	0.050**	-0.065***
	(0.028)	(0.024)	(0.020)
Retired	0.003	–	0.017
	(0.026)		(0.018)
Marital status (Ref.: Married)			
Single	0.050*	0.062**	-0.015
	(0.027)	(0.026)	(0.020)
Widowed/divorced/separated	0.053**	0.060*	0.028
	(0.025)	(0.031)	(0.017)
Children under age 18			
Yes	-0.002	0.019	-0.014
	(0.021)	(0.020)	(0.015)
Constant	0.742***	0.896***	0.356***
	(0.058)	(0.049)	(0.050)
Observations	3,104	2,370	3,140
R-squared	0.144	0.321	0.103

Note: Estimated OLS regression coefficients are compared with the following reference values (Ref.): male for the gender variable, White for the race/ethnicity variable, Gen Z for the age variable, household income of less than $25,000 for the income variable, having less than a high school degree for the educational attainment variable, employed for the work status variable, and being married for the marital status variable. Robust standard errors in parentheses: *p<0.10, **p<0.05, ***p<0.01.

Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

FIGURE B3

Regression analysis Dependent variable: Percentage of retirement fluency questions answered correctly	
Gender (Ref.: Male)	
Female	-3.061***
	(0.876)
Age (Ref.: Gen Z)	
Gen Y	0.531
	(1.513)
Gen X	4.288***
	(1.578)
Baby boomers	10.489***
	(1.827)
Silent Generation	10.957***
	(2.701)
Race/Ethnicity (Ref.: White)	
Black	-5.341***
	(1.216)
Hispanic	-4.424***
	(1.237)
Asian	0.039
	(1.414)
Other	0.481
	(2.176)
Education (Ref.: Less than HS)	
High school	2.864
	(1.846)
Some college	6.781***
	(1.885)
Bachelor's degree or higher	14.743***
	(1.886)

Regression analysis Dependent variable: Percentage of retirement fluency questions answered correctly	
Income (Ref.: <$25K)	
$25 – 50K	2.737
	(1.939)
$50 – 100K	5.148***
	(1.810)
>$100K	7.728***
	(1.840)
Work status (Ref.: Employed)	
Unemployed/disabled	-1.553
	(1.379)
Retired	0.375
	(1.345)
Marital status (Ref.: Married)	
Single	-1.065
	(1.292)
Widowed/divorced/separated	-0.318
	(1.285)
Children under age 18	
Yes	-2.021*
	(1.038)
Constant	23.023***
	(2.661)
Observations	3,258
R-squared	0.166

Note: Estimated OLS regression coefficients are compared with the following reference values (Ref.): male for the gender variable, White for the race/ethnicity variable, Gen Z for the age variable, household income of less than $25,000 for the income variable, having less than a high school degree for the educational attainment variable, employed for the work status variable, and being married for the marital status variable. Robust standard errors in parentheses: *p<0.10, **p<0.05, ***p<0.01.

Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

FIGURE B4

Regression Analysis		
	Save for retirement on regular basis	**Have calculated how much need to save**
Total # of Retirement Fluency questions correct	0.026***	0.050***
	(0.007)	(0.008)
Gender (Ref.: Male)		
Female	-0.028	-0.026
	(0.021)	(0.023)
Age (Ref.: Gen Z)		
Gen Y	0.108***	0.045
	(0.037)	(0.036)
Gen X	0.163***	0.148***
	(0.039)	(0.039)
Baby boomers	0.141***	0.166***
	(0.045)	(0.045)
Silent Generation	-0.027	-0.097
	(0.135)	(0.159)
Race/Ethnicity (Ref.: White)		
Black	-0.003	-0.013
	(0.033)	(0.033)
Hispanic	-0.093***	-0.019
	(0.029)	(0.031)
Asian	-0.009	-0.051
	(0.032)	(0.037)
Other	-0.001	0.084
	(0.056)	(0.067)
Education (Ref.: Less than HS)		
High school	0.032	0.024
	(0.055)	(0.054)
Some college	0.160***	0.091
	(0.057)	(0.056)
Bachelor's degree or higher	0.265***	0.212***
	(0.056)	(0.057)
Income (Ref.: <$25K)		
$25 – 50K	0.108*	0.056
	(0.057)	(0.046)
$50 – 100K	0.254***	0.105**
	(0.050)	(0.042)
>$100K	0.386***	0.198***
	(0.052)	(0.045)

FIGURE B4 (CONTINUED)

Regression Analysis		
	Save for retirement on regular basis	**Have calculated how much need to save**
Marital status (Ref.: Married)		
Single	-0.070**	-0.009
	(0.032)	(0.032)
Widowed/divorced/separated	-0.031	-0.054
	(0.036)	(0.037)
Children under age 18		
Yes	-0.062***	-0.051**
	(0.023)	(0.025)
Constant	0.110	0.015
	(0.069)	(0.064)
Observations	1,814	1,822
R-squared	0.279	0.161

Note: Estimated OLS regression coefficients are compared with the following reference values (Ref.): male for the gender variable, White for the race/ethnicity variable, Gen Z for the age variable, household income of less than $25,000 for the income variable, having less than a high school degree for the educational attainment variable, employed for the work status variable, and being married for the marital status variable. Robust standard errors in parentheses: *p<0.10, **p<0.05, ***p<0.01.

Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

FIGURE B5

Regression Analysis			
	(1) Have calculated how much need to save	(2) Have calculated how much need to save	(3) Have calculated how much need to save
Total # of Retirement Fluency questions correct	0.028***	0.027**	0.045***
	(0.010)	(0.011)	(0.008)
Financial Literacy			
Total # of *P-Fin Index* questions correct	0.008***		
	(0.002)		
>50% of P-Fin Index questions correct		0.130***	
		(0.032)	
Was offered financial education			0.110***
			(0.025)
Gender (Ref.: Male)			
Female	-0.012	-0.012	-0.017
	(0.023)	(0.024)	(0.023)
Age (Ref.: Gen Z)			
Gen Y	0.045	0.046	0.062*
	(0.035)	(0.036)	(0.036)
Gen X	0.143***	0.144***	0.165***
	(0.038)	(0.039)	(0.038)
Baby boomers	0.160***	0.163***	0.183***
	(0.045)	(0.045)	(0.045)
Silent Generation	-0.092	-0.100	-0.047
	(0.155)	(0.156)	(0.154)
Race/Ethnicity (Ref.: White)			
Black	0.003	0.000	-0.019
	(0.034)	(0.034)	(0.034)
Hispanic	0.003	0.000	-0.019
	(0.034)	(0.034)	(0.034)
Asian	-0.046	-0.051	-0.051
	(0.037)	(0.037)	(0.037)
Other	0.088	0.090	0.092
	(0.066)	(0.066)	(0.067)
Education (Ref.: Less than HS)			
High school	0.013	0.017	0.023
	(0.053)	(0.053)	(0.053)
Some college	0.070	0.075	0.086
	(0.056)	(0.056)	(0.055)
Bachelor's degree or higher	0.180***	0.184***	0.189***
	(0.057)	(0.057)	(0.056)

FIGURE B5 (CONTINUED)

Regression Analysis			
	(1) Have calculated how much need to save	(2) Have calculated how much need to save	(3) Have calculated how much need to save
Income (Ref.: <$25K)			
$25 – 50K	0.051	0.049	0.062
	(0.045)	(0.046)	(0.046)
$50 – 100K	0.089**	0.088**	0.107**
	(0.042)	(0.042)	(0.042)
>$100K	0.171***	0.174***	0.198***
	(0.046)	(0.047)	(0.046)
Marital status (Ref.: Married)			
Single	-0.008	-0.006	-0.009
	(0.031)	(0.032)	(0.032)
Widowed/divorced/separated	-0.059	-0.057	-0.055
	(0.037)	(0.037)	(0.037)
Children under age 18			
Yes	-0.054**	-0.052**	-0.047*
	(0.025)	(0.025)	(0.025)
Constant	0.031	-0.017	-0.024
	(0.064)	(0.065)	(0.064)
Observations	1,822	1,822	1,822
R-squared	0.170	0.166	0.172

Note: Estimated OLS regression coefficients are compared with the following reference values (Ref.): male for the gender variable, White for the race/ethnicity variable, Gen Z for the age variable, household income of less than $25,000 for the income variable, having less than a high school degree for the educational attainment variable, employed for the work status variable, and being married for the marital status variable. Robust standard errors in parentheses: *p<0.10, **p<0.05, ***p<0.01.

Source: *TIAA Institute-GFLEC Personal Finance Index* (2025).

About the authors

Paul Yakoboski is a senior economist with the TIAA Institute, where his research focuses on lifetime financial security, including issues related to financial literacy, longevity literacy, retirement saving and investing, and asset management during retirement. In addition, he researches workforce issues in the higher education and healthcare sectors. Prior to joining the TIAA Institute, Yakoboski held positions with the American Council of Life Insurers, the Employee Benefit Research Institute and the U.S. Government Accountability Office. Yakoboski earned an MA and PhD in economics from the University of Rochester and a BS in economics from Virginia Tech.

Annamaria Lusardi is a Senior Fellow at the Stanford Institute for Economic Policy Research (SIEPR) and the Faculty Director of the Stanford Initiative for Financial Decision-Making, a collaboration among the Graduate School of Business (GSB), SIEPR, and the Economics Department. She is also Professor of Finance (by courtesy) at the GSB and the Founder and Academic Director of the Global Financial Literacy Excellence Center (GFLEC). Previously, she was University Professor at The George Washington University, and before that she was the Joel Z. and Susan Hyatt Professor of Economics at Dartmouth College. She's also taught at Princeton University, the University of Chicago's Harris School of Public Policy and Booth School of Business, and Columbia Business School, and she was a visiting scholar at Harvard Business School. She holds a PhD in economics from Princeton University and an honorary doctorate from the University of Vaasa in Finland.

Andrea Sticha is the Research Director for the Initiative for Financial Decision-Making at Stanford University's Graduate School of Business. Previously, she was an Assistant Research Professor at The George Washington University School of Business (GWSB). With her research, which is dedicated to financial literacy and well-being of households in the United States and around the world, she seeks to inform policy as well as develop and promote financial literacy programs. Sticha holds a PhD in finance and a MSc and BA in business and economics from the University of Basel (Switzerland). She's published her research in numerous journals and spent two years at NYU Stern School of Business before joining GWSB in 2017.

TIAA Institute is a division of Teachers Insurance and Annuity Association of America (TIAA), New York, NY.

4514313

TIAA Institute

GFLEC GLOBAL FINANCIAL LITERACY EXCELLENCE CENTER

(05/25)