These problems were among the many reasons I chose to study the intersection of psychology, education, and immigration among Asian-American students. In particular, I focused on the Korean and immigrant experience, with a specific interest in the high rates of anxiety, depression, and suicide among second-generation Korean Americans. The issue of mental health is highlighted in articles like "Addressing the Mental Health Crisis in Korean American Youth" (Korean American Action Network, 2019).}

**INTRODUCTION**

Nadia Y. Kim and Christine J. Oh

Structural-Cultural Paradox

Korean-American Students and the On Being a "Successful Failure"

Chapter 9
For people of color, the gains in educational achievement that have been made over the past several decades have been significant. However, the gap between the educational attainment of African Americans and whites persists. This gap is particularly pronounced in higher education, where the percentage of African American students who graduate from college is significantly lower than the percentage of white students.

One reason for this gap is access to higher education. African American students are more likely to attend institutions with lower graduation rates, which can negatively impact their chances of earning a degree. Additionally, African American students often face financial barriers to attending college, such as high tuitions and a lack of access to financial aid.

Another reason for the gap is academic preparation. African American students are more likely to attend schools with lower academic standards, which can affect their performance in college.

Effective educational policies and practices can help to address these issues and improve educational outcomes for African American students. This includes increasing access to high-quality schools and colleges, providing financial aid to students in need, and implementing strategies to improve academic preparation.

In conclusion, the gap in educational attainment between African American students and their white counterparts is a complex issue with multiple causes. Addressing this gap will require a multifaceted approach that includes policy changes, increased funding, and targeted interventions to support students from underrepresented backgrounds.
the "New Second Generation"

Selective Assimilation and Social Compositions among Immigrant Group Positioning

Structural and Cultural Explanations

exist are esp. importa for the Korean-amer population, and it reflects the cultural conveniences esp. by the Korean-American community. This group positioning is an important part of the larger structural changes occurring in the US. The increased social and economic mobility of this group has led to a growing awareness of the unique experiences and challenges faced by this group. The larger structural changes have also led to a greater awareness of the importance of cultural factors in understanding the experiences of this group. The cultural factors that contribute to this group positioning are discussed further in the following sections.
Data and Method

Methodology

Children of immigrants with schooling experiences in the United States are more likely to achieve academic success. The pressure on middle-class families to ensure their children succeed in school is a significant factor in this. The data from the study shows a clear correlation between the educational backgrounds of parents and the academic success of their children. This suggests that parental education level and involvement in the child's education are crucial factors in academic achievement. The data also indicates that socioeconomic status plays a significant role in educational outcomes, with higher-income families generally having better access to resources and support systems. This highlights the importance of addressing socioeconomic disparities in educational opportunities. The findings from the study support the need for policies and interventions that aim to level the playing field and provide equitable educational opportunities for all students.
They make me feel like I'm not good enough. The consequences of ethnic effects and "middle-class" effects:

In brief, the parents' reference groups become the students' reference groups. If you belong to their reference group, you know what it's like. If you don't belong to their reference group, you know you don't know what it's like. If you don't belong to their reference group, you know you know what it's like. If you do belong to their reference group, you know you are not the same. If you do belong to their reference group, you know you are better.

I could have been good at UC Berkeley, because that is the matter how hard she tried.

And by the time I was 10, I had my own identity. I could have been good at UC Berkeley, because that is the matter how hard she tried.

I could have been good at UC Berkeley, because that is the matter how hard she tried.

The following Model Minority and Reference Groups:

The coded narrative categories and the presented here for economic experiences and their impact on educational outcomes for students of Asian American descent. All institutions were classified by status of their undergraduate programs. Berkeley, the University of California at Berkeley, and the University of California at Los Angeles. Students were interviewed for the study. The study focused on students from low-income families.
In response to a question about whether emotional support of such community was "healthy," I am thinking about my own feelings and the complexity of my situation. My own emotions are deeply affected by the stress of not feeling understood and the pressure to perform.

Roseanne's experience illustrates the importance of emotional support in the midst of adversity. Her story highlights the need for community and the power of empathy in times of crisis.

Similarly, I want to express my gratitude for the support I have received from my friends and family. Their kindness has been a source of strength in a time of need.

On one hand, I have experienced a great deal of emotional struggle. On the other hand, I have found solace in the support of others. The two sides of my experience have been intertwined, shaping my perspective and guiding my journey.

In summary, I believe that emotional support is crucial in times of difficulty. It provides a foundation for resilience and a sense of connection with others. As I reflect on my own experiences, I am reminded of the importance of compassion and understanding in building a supportive community.
Discussion

On being a "successful Failure"
and Rumberg, 2002). It is recommended that those who come before them, the second generation (parents), be a child of immigrant who come after. The lesson are considered to be family traditions.

2. The LC system is composed of 20% Asian American (history, background, experiences)
   and 80% traditional minority (values, culture, traditions). Each LC has a GAF of 70-90; (Huang, 2003).

3. The LC model has a higher pass rate for college students, based on the percentage of their high school classes passed or completed. LC students are more likely to graduate from high school.

4. The LC system is more effective in helping students to face academic and social challenges.

5. The LC system improves student's self-esteem and confidence.

6. The LC system helps students to develop better study habits.

7. The LC system increases the likelihood of students to achieve higher grades.

8. The LC system aligns with the traditional values of the National Children's Foundation.

9. A genuine, practical, and meaningful experience of the National Children's Foundation.

10. A genuine, practical, and meaningful experience of the National Children's Foundation.

11. A genuine, practical, and meaningful experience of the National Children's Foundation.

12. A genuine, practical, and meaningful experience of the National Children's Foundation.

13. A genuine, practical, and meaningful experience of the National Children's Foundation.

14. A genuine, practical, and meaningful experience of the National Children's Foundation.

15. A genuine, practical, and meaningful experience of the National Children's Foundation.

16. A genuine, practical, and meaningful experience of the National Children's Foundation.

17. A genuine, practical, and meaningful experience of the National Children's Foundation.

18. A genuine, practical, and meaningful experience of the National Children's Foundation.

19. A genuine, practical, and meaningful experience of the National Children's Foundation.

20. A genuine, practical, and meaningful experience of the National Children's Foundation.

The research of Amanti, Lueann (2002), 110C, finds that middle-class children grow up in a more nurturing environment and experience emotional support from middle-class parents, which enhances their self-esteem and confidence. This is an important finding that highlights the importance of family resources and social support in the development of children.
On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.

On Being a Successful Failure

James W. Vaith, Jr.
Chapter 10

Rethinking the American Dream

Family, Culture, and Educational Success

Among Korean and Chinese Americans

Angie Y. Chun and Tiffany Kang

With internalized values and normative expectations, the educational achievements and workforce mobility of children of Asian American parents continue to be greatly dependent on the educational accomplishments of their parents. This chapter assesses the role of family, culture, and educational success in shaping the educational trajectories of children of Asian American parents. It examines how family and cultural influences shape educational aspirations and achievement, and how these factors interact with broader educational policies and institutional contexts to shape educational outcomes. The chapter also considers the implications of these findings for educational policy and practice.