



PreK-12 Mandarin Immersion Programs

in the United States: 2025 Survey Report

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Part B: 2025 Comprehensive List of PreK–12 Mandarin Immersion Programs in the United States

(Please see a separate PDF file of the school lists.)



Executive Summary

Dual-language, immersion, and bilingual immersion education in the United States (U.S.) is a relatively new form of education that began in 1971 (Lenker & Rhodes, 2007). This report on the 2025 survey of PreK-12 Mandarin immersion programs (MIPs) in the United States is the first large-scale effort to collect information and insights from the programs' perspectives.

The survey was launched in April and closed at the end of July 2025. Data analysis and report writing took place from August to December 2025. The research questions addressed four aspects: (1) Program Information, (2) Curriculum and Assessment, (3) Teachers, and (4) Program Accomplishments, Challenges, and Future Directions. There were 43 multiple-choice and short open-ended questions.

We received 103 responses from 22 States plus Washington, D.C., including one from Hong Kong. The total number of students from these responses was 34,341, and the number of Mandarin immersion teachers was 1,092 as of December 2025.

This publication comprises two parts. Part A is the report, which includes: (1) Introduction, (2) Survey Study, (3) Findings, (4) Discussions and Implications, (5) Conclusion, and (6) Recommendations. We provide detailed findings and analysis, with the hope of using this year's survey results as the baseline data for future studies.

Part B is a comprehensive list of Mandarin Immersion Programs in the United States, compiled from this survey and lists from various sources. As of December 2025, the total number of MIPs on the comprehensive list was 335, from 23 States plus Washington, D.C. The highest numbers of MIPs are in California and Utah (See Appendix: Mandarin Immersion Programs Distribution in the U.S. as of December 2025). This comprehensive list will be updated continuously.

Several themes emerged from the data: (1) the state of Mandarin immersion education in the U.S. in 2025; (2) growth patterns of the field; (3) needs for Mandarin immersion curriculum, instruction, assessment, materials, and resources; (4) strengthening and linking teacher pipelines and the MIPs; and (5) high student achievement and program accomplishments. Each theme is discussed extensively.

After concluding, we recommend actions to take for the next five years. These include: (1) field collaborations, (2) program support, (3) learning hubs, (4) teacher pipelines, and (5) partnerships and exchanges.

This report will enable MIP educators, leaders, and parents to identify the fruits of their labor and areas for continuous improvement. Policy makers from local to national levels will find the information, insights, and recommendations useful. Publishers, materials developers, assessment entities or companies, and agencies specialized in global study tours, sister school exchanges, and partnerships can develop strategies for future directions. The Mandarin immersion and Mandarin as a World Language programs in K-16 settings and teacher education programs can also tap into the findings to enhance their efficacy. Experts and researchers can use the information collected to develop research plans and advance the field. Ultimately, we hope our readers will find the report inspirational and encouraging, potentially leading to future collaboration.

We are grateful to many experts and individuals who helped us along the way. Most importantly, we are indebted to the educators who responded to the survey. Your answers have contributed deep insights to the field.

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About the Authors

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Dr. Jiahang Li has served in multiple roles as a university professor, leader of several Chinese language and culture institutes, and director of a K-12 online Chinese program. As a scholar in educational technology and world language education, he has conducted and published numerous studies on the impact of educational technology on teaching and learning, language pedagogy, and language teacher education. Dr. Li has been awarded to lead several prestigious federal grants, including the Title VI National Resource Center and International Research and Studies Program of the U.S. Department of Education, and STARTALK programs of the National Security Agency. He earned a Ph.D. in Curriculum and Instruction from the University of Maryland College Park, and M.A. and B.A. degrees in Chinese Classical Philology from the Department of Chinese Language and Literature at Peking University. Contact him at jiahang2011@gmail.com.

About Nexus Mandarin

Nexus Mandarin is a nonprofit organization established by educators and scholars dedicated to teaching and learning Mandarin and Chinese culture in PreK–16 settings in the United States. It advocates the approach of “Mandarin + STEAM” (Science, Technology, Engineering, Arts & Humanities, and Math) to drive change in policies, programs, and practices in Mandarin language and dual language immersion education. It aims to serve as a thought leader and catalyst, engaging all stakeholders in dialogues, fostering innovations, sharing strategies and resources, and forging partnerships to advance Mandarin education. As a “home” and a clearinghouse for educators and community members, Nexus Mandarin is committed to promoting international understanding and collaboration, safeguarding the planet's health, and advancing world peace and prosperity.

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Part A: 2025 U.S. PreK-12 Mandarin Immersion Program Survey

I. Introduction

History of Mandarin Immersion Education in the United States

Dual-language immersion, language immersion, and bilingual education are relatively new educational approaches that began in 1971 in the United States (U.S.) (Lenker & Rhodes, 2007). These programs offer instruction in the target language and English (in various combinations of instructional time across grades), through content-rich curricula designed to foster high levels of language proficiency, biliteracy, and global competence (Mansilla & Jackson, 2023). For details about the various types of language immersion programs, please see [the Center for Applied Linguistics website](#).

This is the report on the 2025 survey of PreK-12 Mandarin immersion programs (MIPs) in the U.S. Recognizing that dual language is accepted as an umbrella term for bilingual immersion programs, it carries the traditional connotation that the student body consists of native speakers of both languages, e.g., two-way immersion education. Because most Mandarin immersion programs are not two-way, we chose to use the term Mandarin immersion to be more inclusive. The present study is the first large-scale effort to collect information and insights from the programs' perspectives.

By focusing on MIPs in the U.S., we included all school-based programs that offered instruction in various content areas through the Mandarin language for at least 50 percent of the school day. We invited all program types, whether one-way (for students of various language backgrounds), two-way (half of the student body is from Mandarin or Chinese heritage language background and the other half is from a non-Chinese language background), partial (50/50 time allocation and up), or total immersion (100% of the school day in Mandarin). These programs can be found in different geographical locations and serve diverse student populations, not just as elite programs concentrated in a few affluent communities. Along with the growth of immersion programs in different languages, MIPs have come a long way in the U.S.

The first documented MIP in the U.S. is the [Chinese American International School \(中美國際學校/CAIS\)](#), founded in 1981 in San Francisco, CA. The second Mandarin Immersion School, [Pacific Rim International School \(明智德/PRINTS\)](#), was established in 1989 as a Mandarin-English bilingual Montessori school in Berkeley, California. The third, and first public, MIP was established at [Potomac Elementary School](#) in Potomac, Maryland, by Montgomery County Public Schools in 1996. By 2000, there were 11 MIPs

nationwide (Weise, 2019). According to the data collected by the Center for Applied Linguistics (2011), there were 71 Mandarin immersion programs in the U.S., accounting for 13.4% of all language immersion programs. By 2019, over 300 Mandarin immersion schools were reported nationwide (Weise, 2019). In 2021, the American Council Research Center (ARC) reported that there were 312 Mandarin dual-language immersion (DLI) programs in public schools, constituting 8.6% of all DLI programs in the U.S.

These data show that MIPs have increased significantly from 1981 to 2021, due to a combination of funding and human resources from myriad levels and sources. For example, following the enactment of the [National Security Language Initiatives](#) (NSLI) of 2006, public and independent PreK-12 schools, school districts, foundations, organizations, and local, state, and federal governments have invested heavily in Mandarin, a language deemed critical for economic, political, security, and environmental issues for the competitiveness of the U.S. In this dynamic age of rapid technological advancement and global shifts, basic knowledge of China and Asia has become increasingly critical for American citizenship. Traditionally, social studies in local or state curricula have not taught in depth about China and Asia (Gross & Imel, 2024), whose presence and roles on the world stage cannot be ignored. It is in Mandarin-language and immersion classrooms where students can learn the fundamentals of the Chinese language, culture, civilization, and innovations. It would be folly to waste all the investments and accomplishments the nation has made over the past few decades.

However, this upward trend was disrupted by a series of national and global events. In 2018 there was a significant turning point in U.S.– China relations when the U.S. made a decisive shift from a policy of engagement with the People’s Republic of China (PRC, a.k.a. China in this report) to one of strategic rivalry and open confrontation. Furthermore, COVID-19 led to a global shutdown from March 2020 to May 2023. Schools were closed while parents kept their children home. Although student enrollment and learning loss have slowly recovered, U.S. education has experienced fundamental changes. Finally, the impacts of the [Fourth Industrial Revolution](#), driven by Artificial Intelligence (AI) and other technological advances, have continued to force education to seek strategies to respond.

Purposes of the Study

Situated in this macro environment, Mandarin language and immersion programs have been directly or indirectly impacted. Reports about programs being phased out or shut down have begun to surface. There is a need to take the pulse of the health and needs of Mandarin language immersion education.

The most glaring gap in our knowledge base is the lack of details of MIPs beyond a basic list. As suggested by the [ARC report](#): “The canvass of DLI programs is a vital first step in understanding the reach of these programs across the educational spectrum. Now that we know more about the number of programs we need to move forward with additional information on enrollments and program models” (2021). This is especially true with MIPs. The Chinese Early Language and Immersion Network (CELIN) at Asia Society has consistently presented [program profiles](#) from 2013 to 2019, but the number of programs featured is limited.

This leads to the purpose of this national survey of MIPs in the U.S. In addition to finding out who, where, and what they are, and the impacts from macro- and micro-environments, we also wanted to collect information and insights from programs' perspectives. We want them to share their profiles, accomplishments, challenges, and needs. This is the first-ever large-scale effort in collecting data from the programs' perspectives. We hope to use this year's survey to provide baseline data for the future, possibly every five or ten years, to measure growth and impact.

Intended Audience

We hope educators, leaders, and parents of MIPs will enjoy reading this report and find it helpful in making decisions about their next action. Policy makers at local, school district, state, and national levels will find the information and insights useful. Publishers, materials developers, assessment entities or companies, and agencies specializing in global study tours, sister school exchanges, and partnerships can find evidence of their work and identify needs for future directions. K-16 Chinese immersion, bilingual, heritage language, and World Language programs, as well as teacher education programs, can tap into the findings to enhance their efficacy. Experts and researchers can also use the information provided to develop research plans and identify partners for conducting action or empirical studies to advance the field. Ultimately, we hope our readers will find the report inspirational and encouraging, fostering collaboration in the field.

Organization of the Report

This report comprises two parts. Part A is the report, which includes (1) Introduction, (2) the Survey Study, (3) Findings, (4) Discussions and Implications, (5) Conclusion, and (6) Recommendations. Part B is a comprehensive list of MIPs in the U.S. as of December 2025. The list includes all programs that responded to this survey, and the lists collected by ARC, North Carolina, Southern California, Utah, and the Mandarin Immersion Parent Council. Every program on the list has been painstakingly verified. This is a live list; MIPs are welcome to enter their data into the database.

Acknowledgement

We would like to acknowledge Dr. Michele Anciaux Aoki, Dr. Robin E. Harvey, Dr. Luyi Lien, and Ms. Stacy Lyon, national experts in K-12 Mandarin and world language immersion education, who served on the advisory committee to support the survey's design, implementation, data collection, analysis, and reporting. Dr. Mengyao Chen for providing invaluable suggestions for the survey design. Qi Huan, Wenjing Xie, and Grace Yin for piloting the survey and providing feedback. Stacy Lyon and Kevin Chu shared their lists of schools in Utah and Southern California, respectively. We are grateful to Elizabeth Weise for providing us with the Mandarin Parent Council MIP Program List, which she has researched and documented over the past decade. A special thanks goes to Lisa Huang Healy, Executive Director and Founder of the American Academy of International Culture and Education, who encouraged us to undertake this study. Ruocong Sun, our research assistant, has also worked diligently without complaint to disseminate recruiting messages, send the survey, verify the URLs of each MIP program, call numerous schools, and analyze data with the research team. Finally, we thank all the educators who completed the survey. Your contributions made this project a success.

II. The Survey Study

The Research Team

The principal investigators include Dr. Shuhan Wang, President of ELE Consulting International, and Dr. Jiahang Li, Michigan State University. They have built a strong knowledge base in Mandarin immersion, grounded in their academic studies, work, and interactions with practitioners and programs over the past two decades. For example, Dr. Wang was the Executive Director of the Chinese Language Initiatives at Asia Society and was part of the leadership team of the federally funded project STARTALK, administered by the National Foreign Language Center at the University of Maryland. In 2012, she established the Chinese Early Language and Immersion Network (CELIN) at the Asia Society. Dr. Li has been involved in numerous national and international teacher development projects over the past decade, while serving as a faculty member of the College of Education at Michigan State University.

Research Questions

This fact-finding study aimed to obtain information, data, and insights from program practitioners regarding four categories:

Program Information:

- What is the state of Mandarin immersion programs in the U.S. as of 2025?
- How many programs are there? What kind of programs (public, charter, or private) are they, when were they established, at what grade level do they serve, and how many students are enrolled in these programs?

Curriculum and Assessment:

- What types of immersion model (time allocation) and content area (Chinese Language Arts, Math, Science, Social Studies, and so on) are distributed in teaching in and through Mandarin?
- What curriculum models do these Mandarin immersion programs offer, and what materials do they use to teach Chinese and various content areas?
- What external assessments are used, and are there student achievement data to be collected?
- What needs have been, or have not yet been, addressed?

Teachers:

- How many Mandarin immersion teachers are in these programs, and where are they from?
- How do Mandarin and English partner teachers collaborate?
- What are the barriers, challenges, and needs of Mandarin immersion teachers?

Program Accomplishments, Challenges, and Future Directions:

- What do Mandarin immersion program student achievements look like?
- What are program accomplishments, challenges, and future plans?
- What resources and support can the Mandarin immersion field provide?

Method and Timeline

The research team designed an online survey using Google Forms, which was finalized in March 2025 after incorporating experts' input. The survey includes 43 multiple-choice and open-ended questions. The research team invited several schools to pilot test the survey. The survey was finalized and launched on April 1 and distributed in several waves from April to July 31 via American Council on the Teaching of Foreign Languages (ACTFL), Chinese Language Teachers Association (CLTA), Chinese Language Association of Secondary-Elementary Schools (CLASS), National Council of State Supervisors for Languages (NCSSFL), Mandarin Immersion Parents Council, social media groups, mailing lists, individual MIP teachers and administrators, and other contacts.

We received 102 program responses from 22 states and the District of Columbia, as shown in the table below. (Note: One program of the 103 total responses is in Hong Kong.)

Table 1: List of Responding States and Programs

State	Number of Programs
AZ	3
CA	21
CO	1
DC	2
DE	10
GA	4

State	Number of Programs
HI	1
ID	1
IL	2
IN	4
KS	1
MD	3
MI	4
MN	8
NC	7
NJ	2
NY	3
OH	1
OR	5
SC	3
TX	1
UT	6
WA	9
22 states + DC	102 programs

We verified the data as responses were received. For example, each program and its listed website were checked to ensure accuracy. August to November 2025 was the period of further data collection, data analysis, verification, and report drafting. The advisory committee members and many leaders and practitioners in the field reviewed the report and provided feedback, which was completed in December 2025.

For the responses to the open-ended questions, we employed a two-step analysis. The first was identifying keywords. The second was grouping the keywords by emerging themes. For instance, under teacher collaboration, many answers used keywords such as “PLC time” (Professional Learning Community), “dedicated planning meetings,” and so on. These keywords were grouped under the theme of *creating and using time and place to collaborate*.

III. Survey Findings

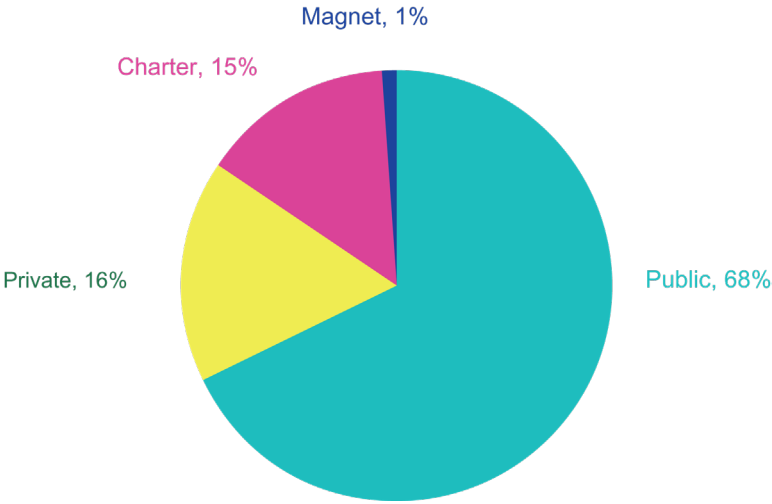
The survey findings are organized by the four categories of research questions: (1) Program Information, (2) Curriculum and Assessment, (3) Teachers, and (4) Program Accomplishments, Challenges, and Future Directions.

Section One: Program Information

1. What is your MIP/School type?

The data show that 68% (n = 70) of programs are public schools, 16% (n = 17) are private schools (including parochial and international schools), 15% (n = 15) are charter schools, and 1% are magnet schools. Charter and magnet schools are usually publicly funded. If combined under the public-school category, the total number of publicly funded schools is 84%.

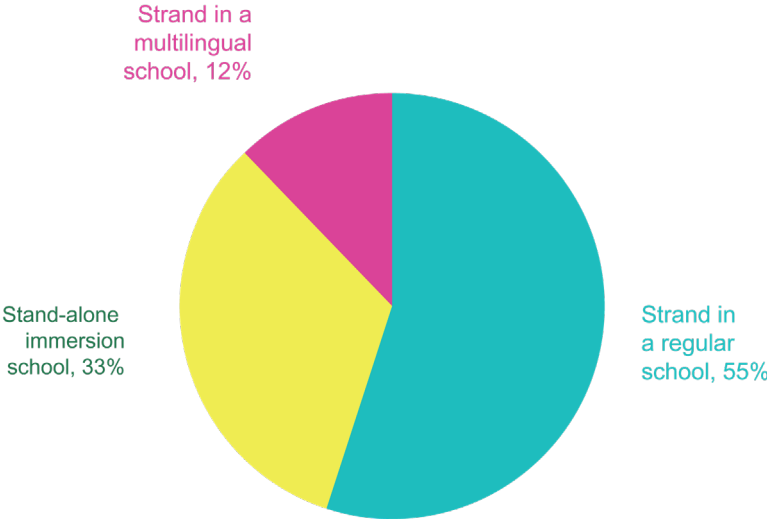
Figure 1: MIP School Types



2. Is your MIP a whole school or a strand in a typical school?

A strand in a typical school means that Mandarin immersion classes co-exist with regular mono-English classes. Among the 100 valid responses, 55% of the programs (n = 55) are strands in monolingual schools, while 33% (n = 33) are stand-alone immersion schools. An additional 12% (n = 12) reported being a strand in a multilingual school, in which three or more languages are taught in the same building (e.g., French, Mandarin, and Spanish tracks in one school).

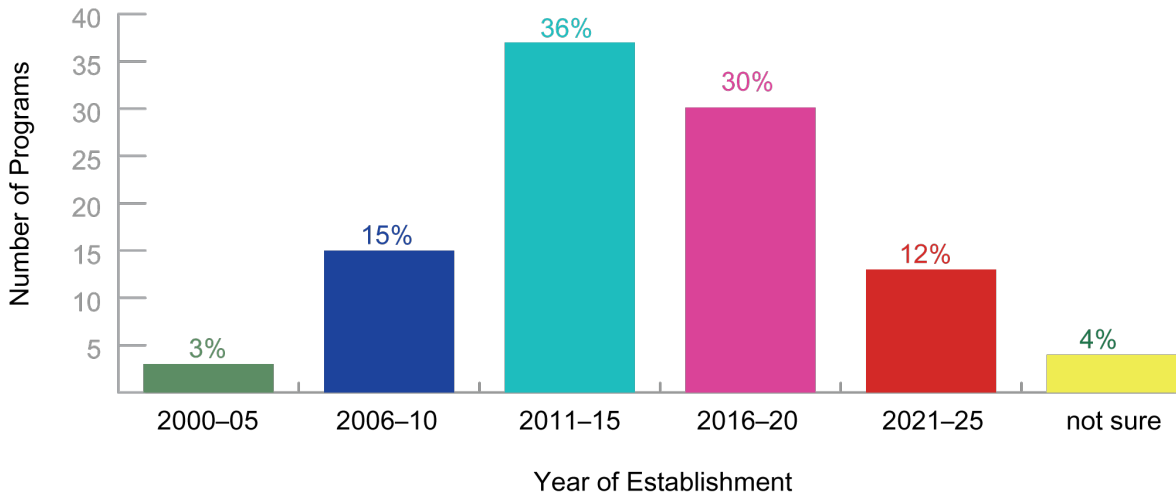
Figure 2: Strand or Whole School



3. In what year was your MIP established?

We used five-year intervals to tally the responses, with the earliest year being 2000. Based on the 103 responses, 3% (n = 3) reported being established between 2000 and 2005. Starting in 2006, we observed significant growth in MIPs in the U.S.: 15% (n = 15) were established from 2006–2010, 36% (n = 37) from 2011–2015, and 30% (n = 31) from 2016–2020. These 15 years accounted for 81% of all programs. The data confirm the public perception that the 15 years between 2006 and 2020 were the golden years of MIP in the U.S. Since the COVID-19 pandemic began in March 2020 and was declared ended in May 2023, it is surprising to learn that 12% (n = 17) were established from 2021–2025. The remaining 4% (n = 4) were unsure when their programs started.

Figure 3: Year of MIP Establishment

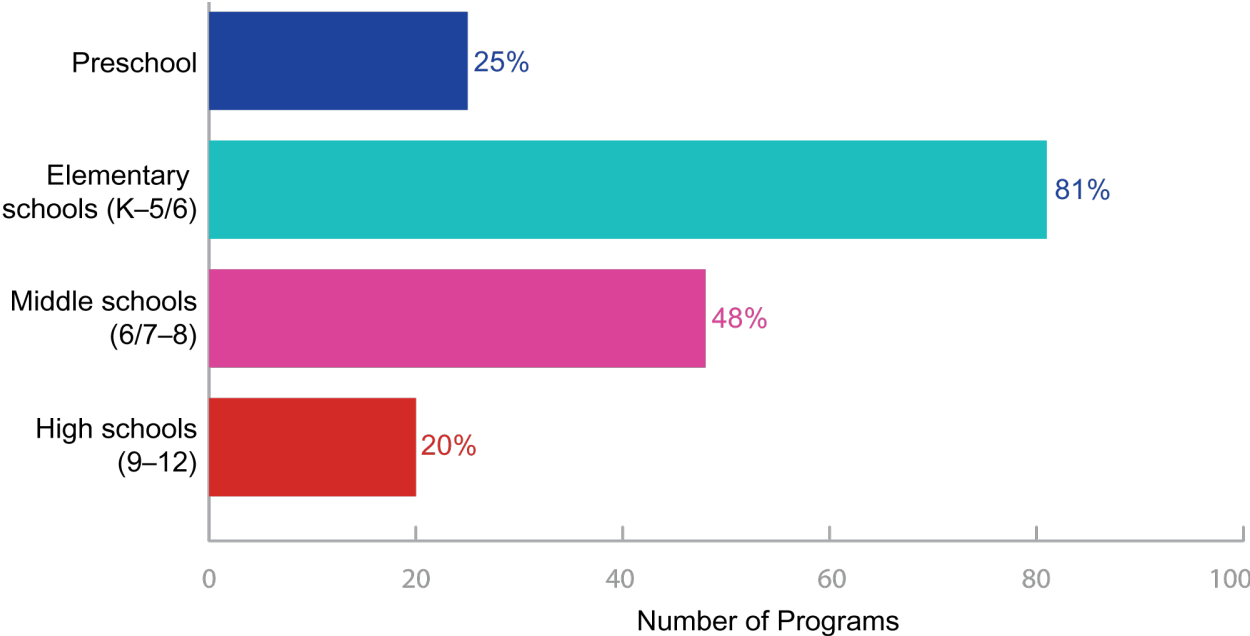


4. Grades: Preschool, Elementary school (K–5/6), Middle school (6–7/8), and High school (9–12) (Select all that apply).

Because Mandarin immersion programs are structured differently nationwide across local contexts, selections of grade bands did not yield straightforward data. For instance, when a program is PreK–G8, it would have checked Preschool, Elementary, and Middle schools. Thus, it would be counted three times, once in each grade band. Therefore, the sum of this question exceeds 103 responses. In hindsight, it would be better to list all grade levels individually for respondents to check the grades they offer.

Based on the number of different grade bands checked by respondents, 25% (n = 26) MIPs are in preschools, 81% (n = 83) are in elementary schools (K-5/6), 48% (n = 49) are in middle school (G6/7-8), and 20% (n = 21) are in high school (G9-12), as shown in Figure 4.

Figure 4: Grade Levels



5. Total number of students enrolled in your MIP.

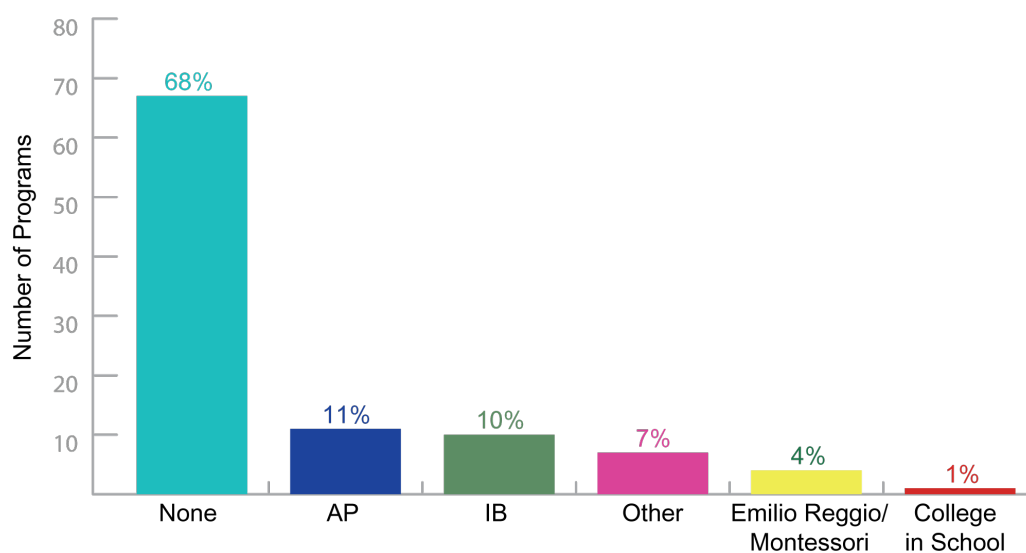
Most of the responses were estimates for their entire programs, not by grade. Because the configuration of grade bands was not standardized as explained above, it is impossible to aggregate data by grade. We can only report that the total number of students enrolled in these PK–G12 MIPs is estimated at 34,341.

Section Two: Curriculum and Assessment

6. Is your MIP part of a specific curriculum model (e.g., IB, Montessori)?

Of the programs that have adopted a specific curriculum model, 68% (n = 71) reported that they do not follow a prescribed model. About 11% (n = 11) reported following the AP curriculum, 10% (n = 10) adopted the IB curriculum, and 4% (n = 4) used the Emilia Reggio/Montessori curriculum. Additionally, 7% of programs (n = 7) reported the name of a textbook publisher (e.g., Mandarin Matrix) or offered explanations of why they can't answer this question. One program mentioned that they offer college courses in high school.

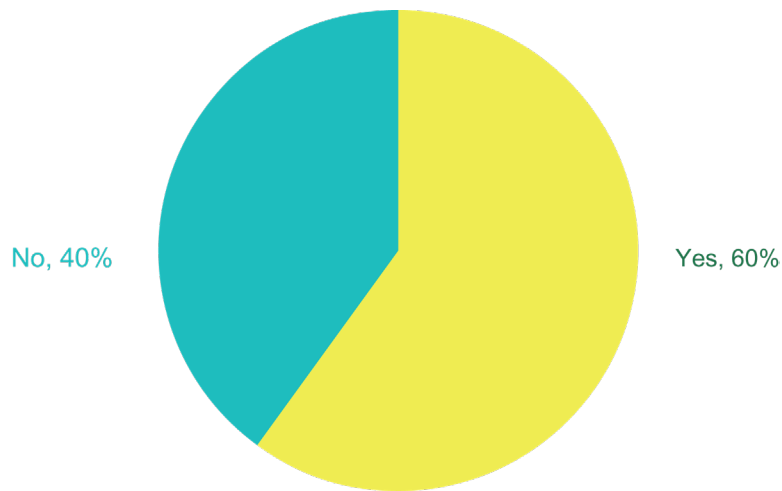
Figure 5: Curriculum Model Adopted



7. Is your MIP a 50/50 dual language immersion (DLI) program?

Of 103 responses, over 60% (n = 62) of programs reported following a 50/50 model, meaning 50% of instructional time is in Chinese and the other 50% in English, as shown below.

Figure 6: 50/50 Instructional Model

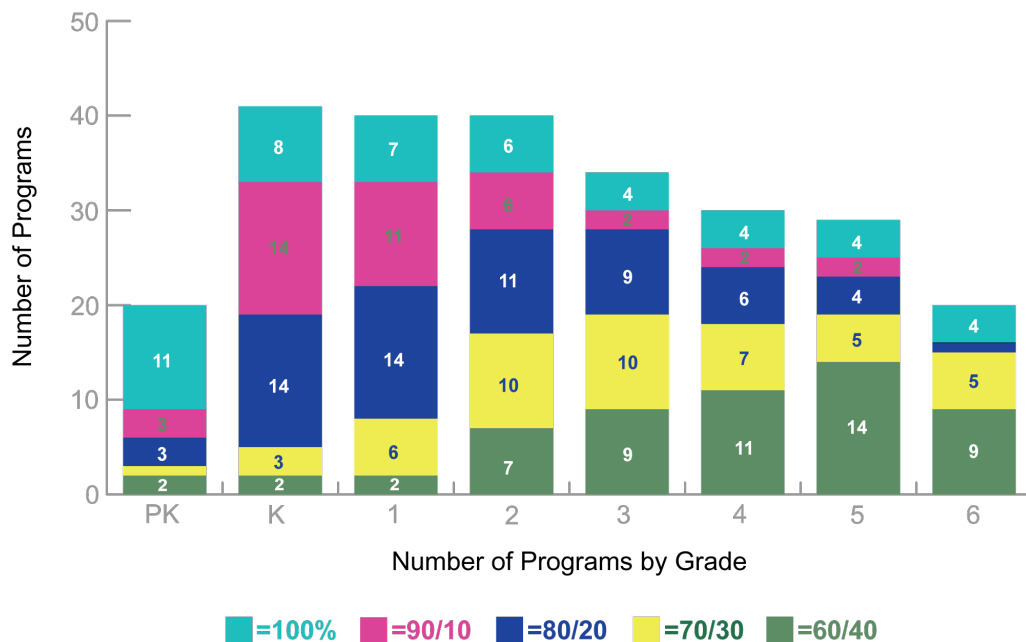


For the 40% (n = 41) of MIPs that do not follow the 50/50 model, we asked another probing question about their time allocation. See Q.8 for more details.

8. PreK and Elementary MIP: If NOT a 50/50 DLI program, please select your percentage of Chinese instructional time by grade.

The number of responses received was based on grade level (n = 220), and the instructional time allocation also changed by grade level, as shown in Figure 7.

Figure 7: Instructional Model by Grades



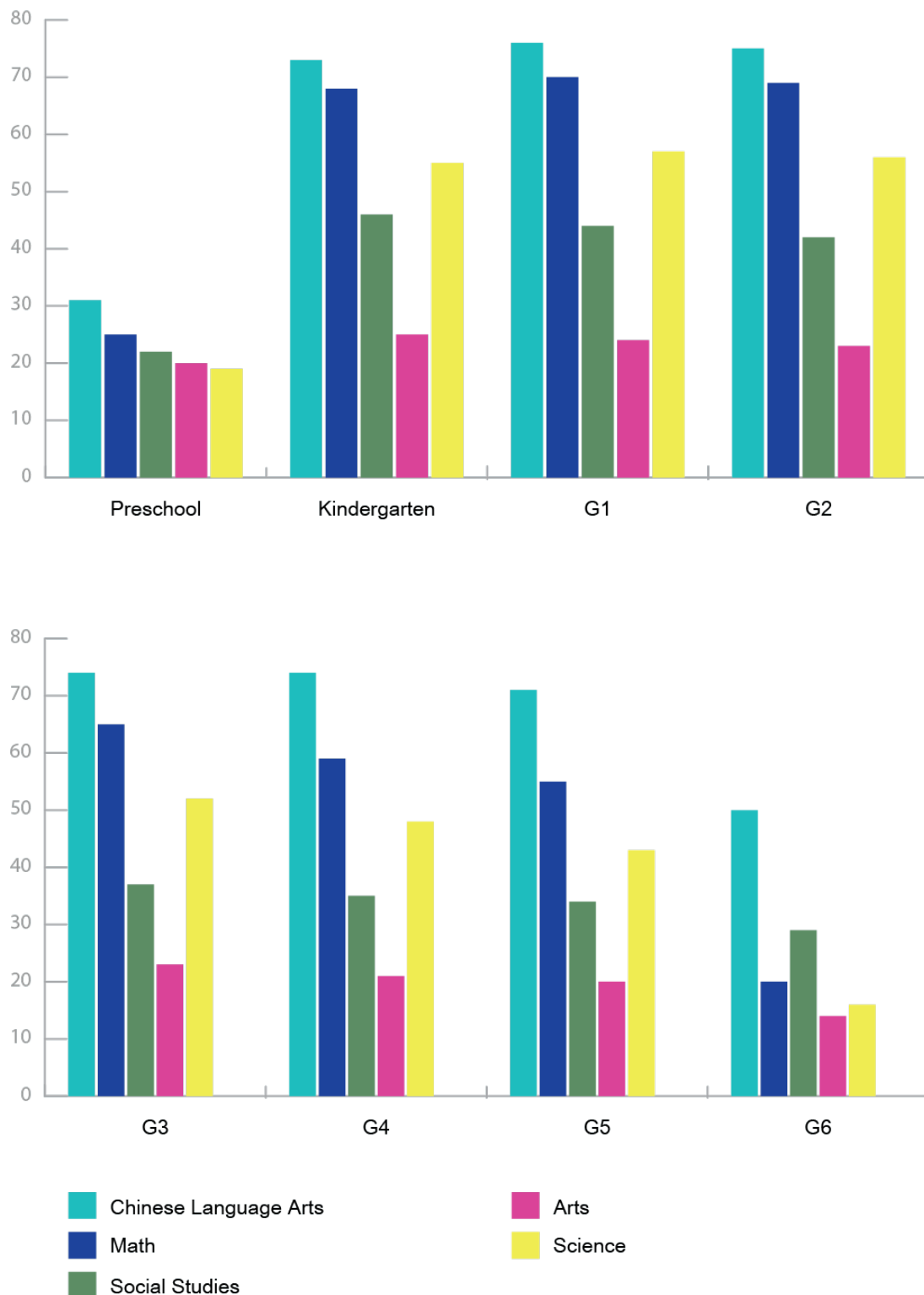
For the programs that are not 50/50, as grade level increases, the allocation of instructional time in Chinese decreases, while that in English increases. The trends are as follows:

- In PK, the predominant model is total immersion (100% in Chinese) at 55%, although 30% use either 90/10 or 80/20.
- In K, the 90/10 or 80/20 model becomes more prominent at 68%, while 20% of the programs continue to use Chinese exclusively.
- In G1, the 90/10 or 80/20 model remains the most popular at 63%, and 18% still follow total immersion.
- In G2, 53% of programs choose the 80/20 or 70/30 model, while the total Chinese immersion or 90/10 model remains a viable choice for 15% of programs.
- In G3, the 70/30 model is slightly preferred, though 83% of the programs reported choosing either the 80/20, 70/30, or 60/40 model.
- In G4, at 32%, 60/40 model shows a higher prevalence over the other models.
- In G5 and G6, the 60/40 model is dominant in all programs at about 48%.



9. PreK and Elementary MIP: Subject(s) taught in Chinese by grade. In the PreK and elementary school curriculum, all MIPs reported teaching multiple content areas in Chinese, in addition to Chinese or Chinese Language Arts. However, the content areas vary, as shown in Figure 8.

Figure 8: Subjects Taught in Chinese

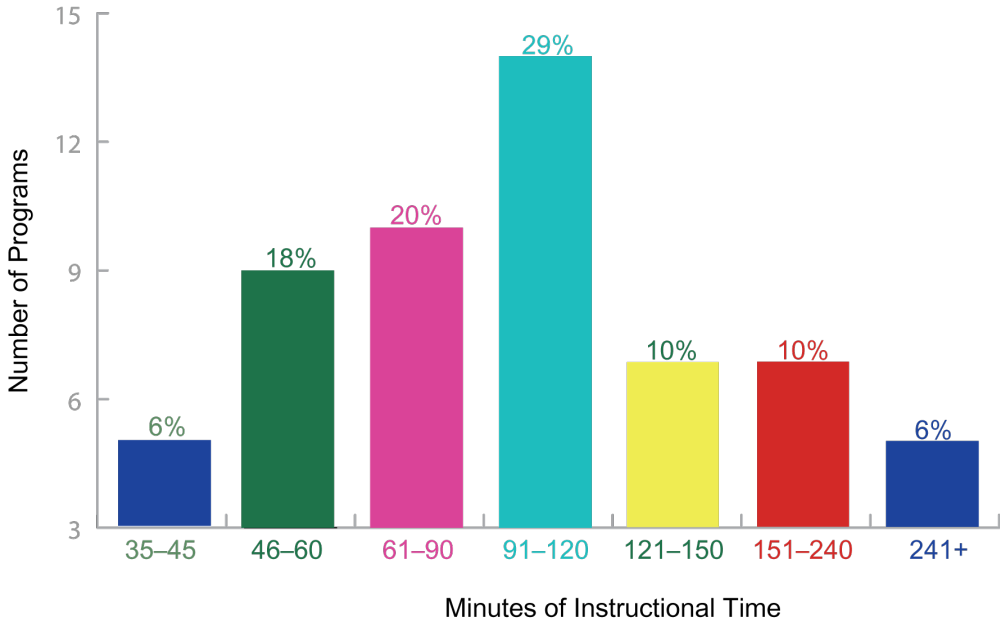


The majority of MIPs reported that they teach Chinese language or Chinese Language Arts, and Math. In preschool, Social Studies, Arts, and Science receive relatively equal time. From Kindergarten to G5, the order is Chinese/Chinese Language Arts, Math, Science, Social Studies, Arts, and P.E., and other subjects. In G6, however, Social Studies overtook Science or Math. This trend is also reflected in the middle school curriculum, as seen by the responses to Question 11.

10. Middle School MIP: Please provide the number of minutes taught in Chinese daily.

For this question, we received 49 valid responses. Figure 9 shows the instructional times in minutes. Some responses were counted twice if they mentioned different class periods due to different grades (e.g., G6/7 and G8). Again, because there is no standard class period length in middle schools across the U.S., and since some schools use block schedules (e.g., longer class periods but not meeting daily), it is hard to report exactly how much time or the percentage of time during a typical school day.

Figure 9: Instructional Time: Middle School

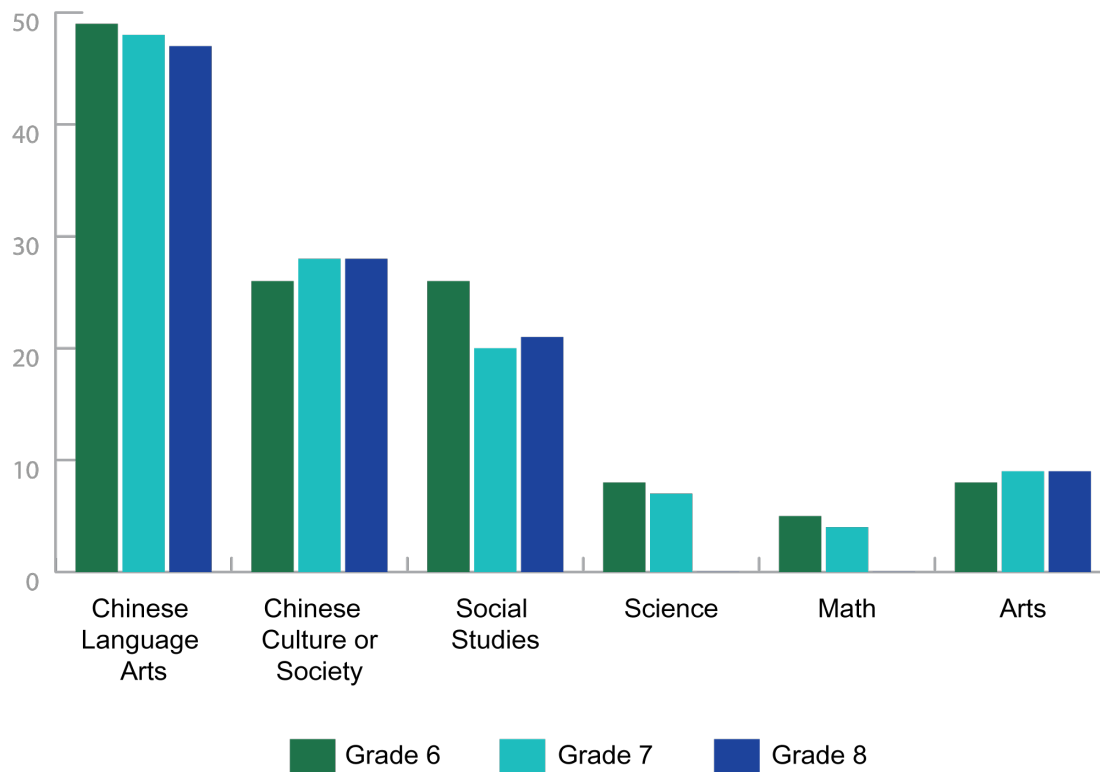


Based on the data, 49% of programs reported that two class periods (61–90 minutes and 91–120 minutes) are devoted to content areas taught in Chinese, followed by 24% of programs reporting one class period to Chinese (35–45 and 46–60 minutes). As well, 10% of the programs reported 121–150 minutes per day, but it is unclear if they were on a block schedule (e.g., the class might meet every other day for a longer period per class). Some respondents reported 150–240 minutes per day or more, which might indicate weekly meetings. In sum, it is safe to say that two class periods are most common in middle school.

11. Middle School MIP: Subject/s taught in Chinese by grade.

We received 51, 50, and 49 responses for G6, G7, and G8, respectively, shown in Figure 10.

Figure 10: Subjects in Chinese: Middle School

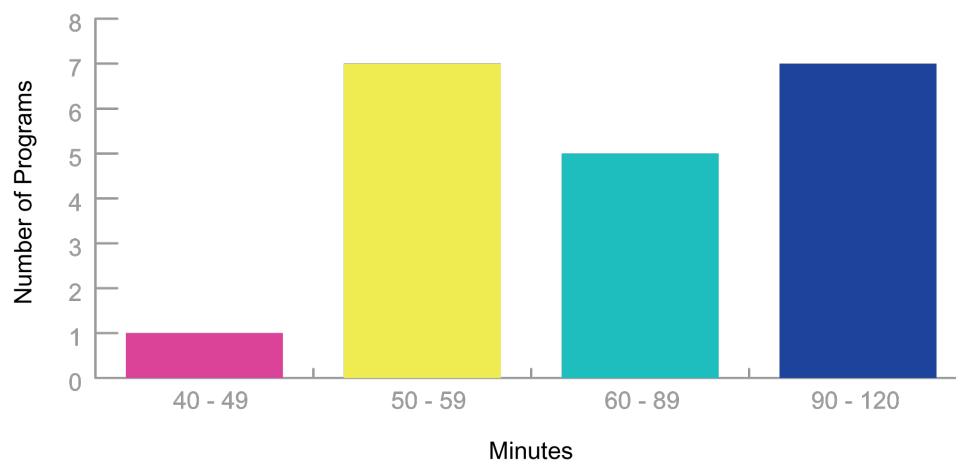


Regardless of grade level or content distribution, the general trend in middle school Mandarin immersion curriculum taught in Chinese is as follows: all programs include at least one class in Chinese Language Arts. The other class period might be devoted to Chinese culture and society, Social Studies, or Arts. The number of programs that teach Science or Math is decreasing, which might be because middle schools require Chinese-speaking teachers to be certified in those subjects as well.

12. High School MIP: Please provide the total number of minutes per day and names of all courses taught in Chinese (e.g., 50 minutes, AP, IB).

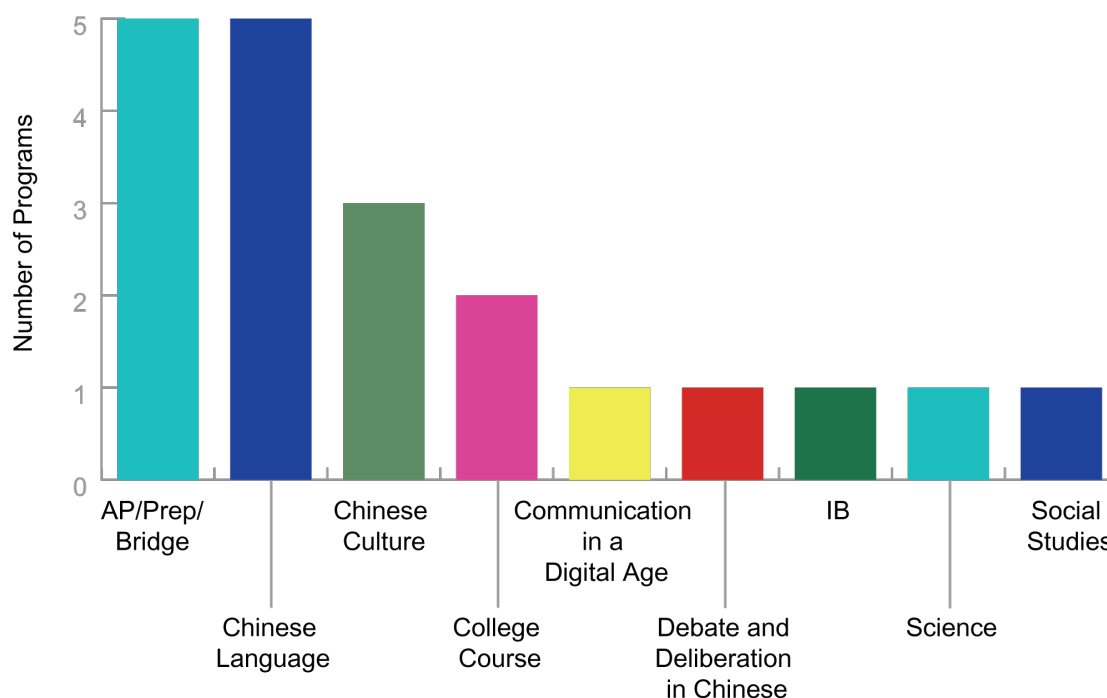
We received a total of 20 valid responses about high school instructional time taught in Chinese. Based on the data received, all high school MIPs teach at least one class period in Chinese. An additional class period is reported by 60% of respondents as taught in Chinese (25% for 60-89 minutes and 35% for 90-120 minutes).

Figure 11: Instructional Time: High School



In terms of content areas taught in high school, 25% reported offering AP Chinese, AP preparation, and Bridge courses. Another 25% of them reported merging MIP students with advanced-level students in a Chinese as a World Language elective course. Because the data were self-reported without explanation, we cannot specify the exact course title or content. The remaining responses included Social Studies, Science, Communication in a Digital Age, IB course, Chinese Culture, Chinese Language, and Debate and Deliberation-Chinese.

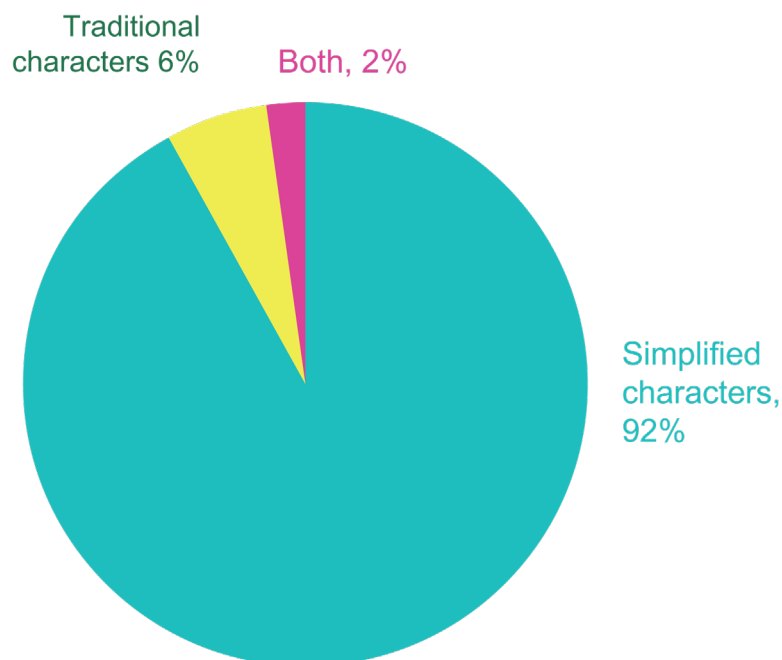
Figure 12: High School Courses in Chinese



13. Type of Chinese characters taught.

Of the 103 responses, 92% (n = 95) reported teaching simplified Chinese characters, 6% (n = 6) traditional characters, and 2% (n = 2) both simplified and traditional characters.

Figure 13: Type of Chinese Characters Taught

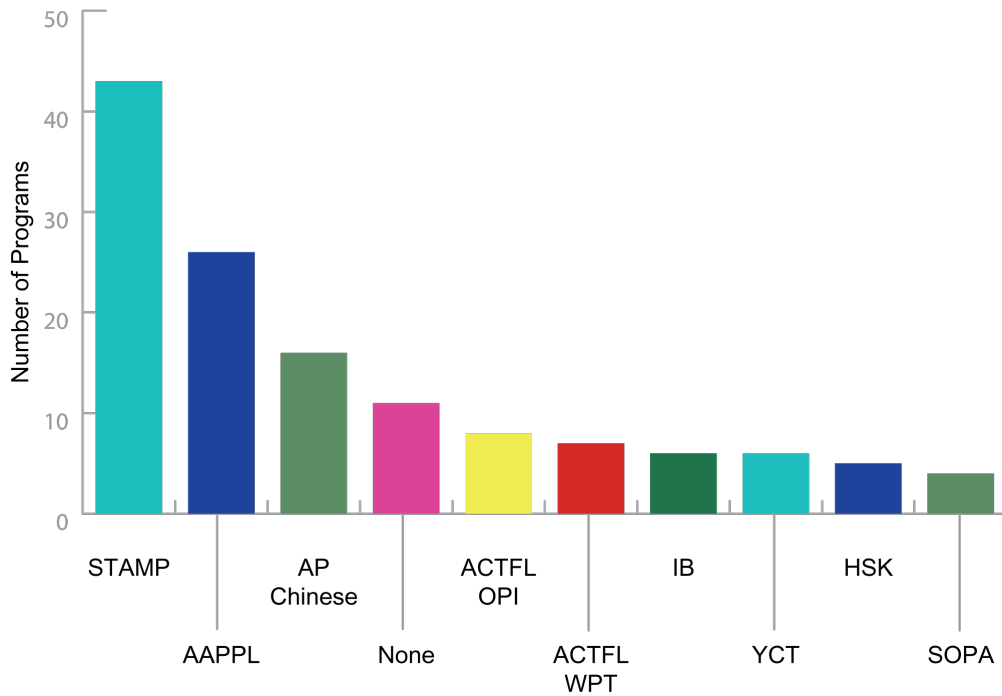


14. External Assessment(s). Select all that apply.

We received a total of 95 responses, in which programs could select or write in all external assessments they used. The Standards-based Measurement of Proficiency (STAMP) is the most used assessment, with 45% reporting its use. The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is second at 27% (n = 43). AP Chinese is the third significant assessment used, with 17% (n = 16) reported. The figure below shows the percentage of assessments reported by 4 or more programs.

Notably, 12% (n = 11) reported using no external assessments. The following assessments, the Test of Chinese as a Foreign Language (TOCFL), Level Learning, CLOCK, FastBridge, ERB CRT, Star Assessments, and self-developed assessments (e.g., Chinese Oral Language Continuum), were also mentioned by one to three programs.

Figure 14: External Assessments

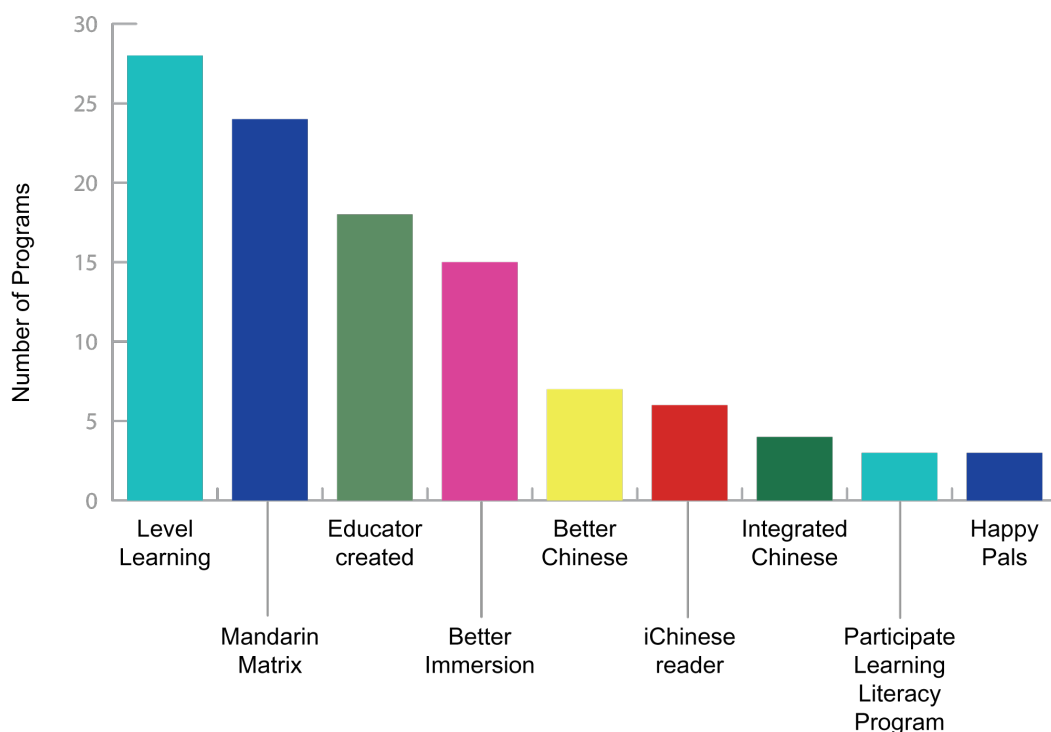


15. Please list major textbooks and resources used for Mandarin Literacy/ Language Arts Curriculum and specify whether they are commercially published or school/teacher-created.

For the 92 responses to this short open-ended question, we used keywords (names of materials or publishers) to decode, yielding 138 entries. Level Learning 20% (n = 28) and Mandarin Matrix 17% (n = 24) are the two most popular programs/textbooks. Notably, 13% (n = 18) reported using teacher/school-developed materials and resources. Figure 15 shows the textbooks/resources reported by three or more programs.



Figure 15 :Textbooks: Mandarin Literacy/Language Arts



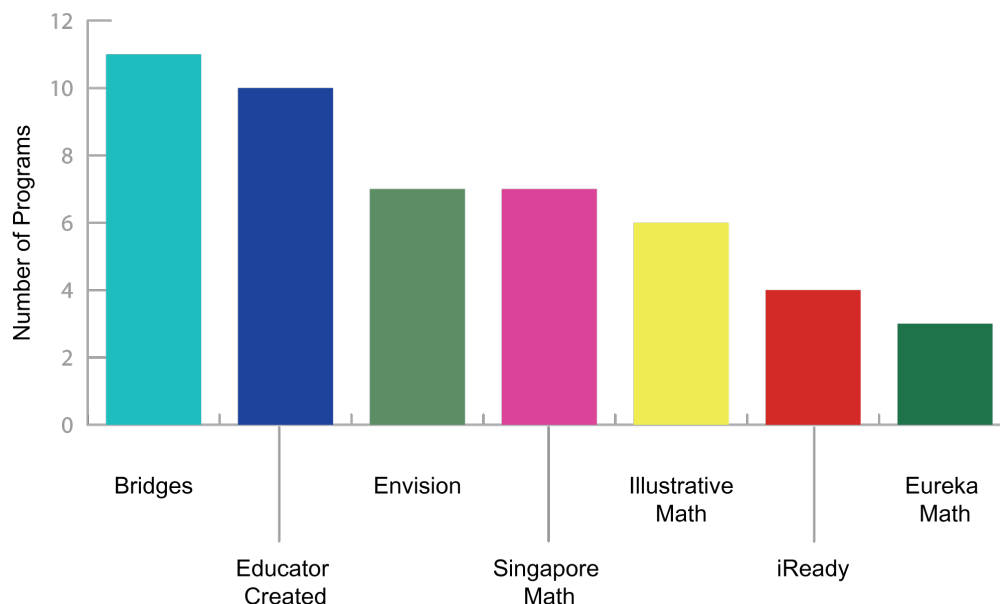
Additional textbooks/resources reported include: 美洲华语, HSK, Huan Le Huo Ban 《欢乐伙伴》, Easy Steps to Chinese, Go Far with Chinese, and Meizhou Chinese. Magical Tour of China, Mandarin Companion, Developing Chinese, Basic Chinese, Career Chinese, A Business Trip to China, Zhong Wen, My First Chinese Reader, Modern Chinese, Discovering Chinese Pro, Wawayaya, Zhen Bang, Addalingua, AP College Board website, Arch Chinese, 《攀登成长》, 《双双中文》, and 《人教版中文》.

There is one caveat about these answers. Because most of the responses came from elementary programs, the top five mentions are for younger learners. Many textbooks with lower response rates may be geared toward middle or high school students. Readers should interpret the data based on their MIP grade levels.

16. Please list textbooks and resources used for Math Curriculum and specify whether they are commercially published or school/teacher created.

We received 76 responses to this question, revealing that 13% (n = 10) use teacher-created or translated textbooks from the district’s required math curriculum. Bridges (14%; n = 11), Envision (9%; n = 7), and Singapore Math (8%; n = 7) are the top three most used textbooks in Math. Figure 16 shows the number of textbooks/resources reported by three or more programs.

Figure 16: Textbooks: Math



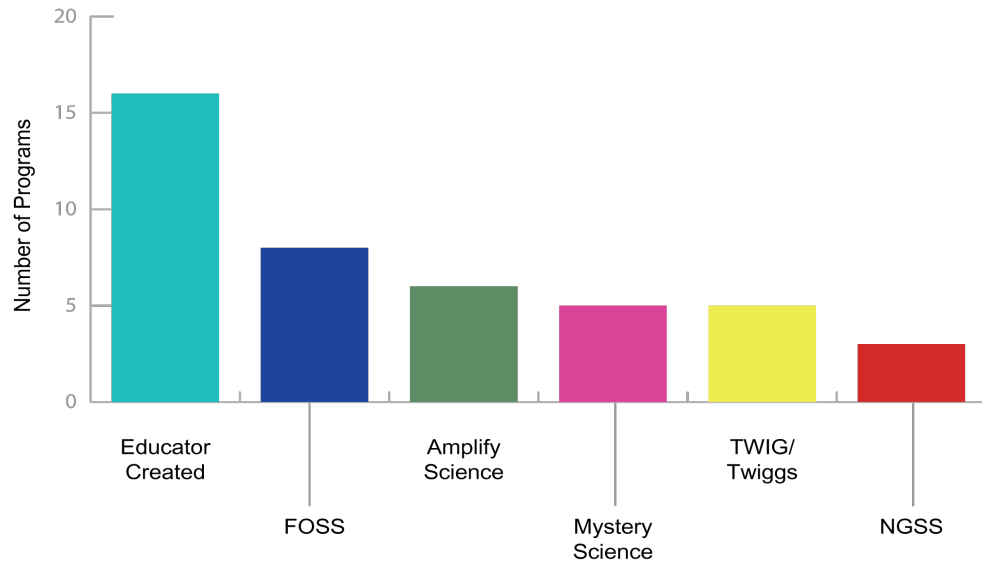
Additional textbooks/resources reported include: Math in Focus/Focus on Math, New York Engagement Math, Everyday Math, Think-up Curriculum, Math Expressions, and HMH Into Math, Amplify, Desmos, Go Math, Argo, Curriculum Associates, ST Math, Counting Collection, My Math, Imaging Learning Math curriculum translated, Investigation, Number Corner, Zearn, 《双双中文》, and 《人教版中文》.



17. Please list textbooks and resources used for the Science Curriculum and specify whether they are commercially published or school/teacher-created.

Among the 54 valid responses for this question, 26% (n = 16) reported using teacher-created or translated material based on their district’s science curriculum. FOSS 15% (n = 8) and Amplify Science 11% (n = 6) are the two most used textbooks. Figure 17 shows the number of textbooks/resources reported by three or more programs.

Figure 17: Textbooks: Science



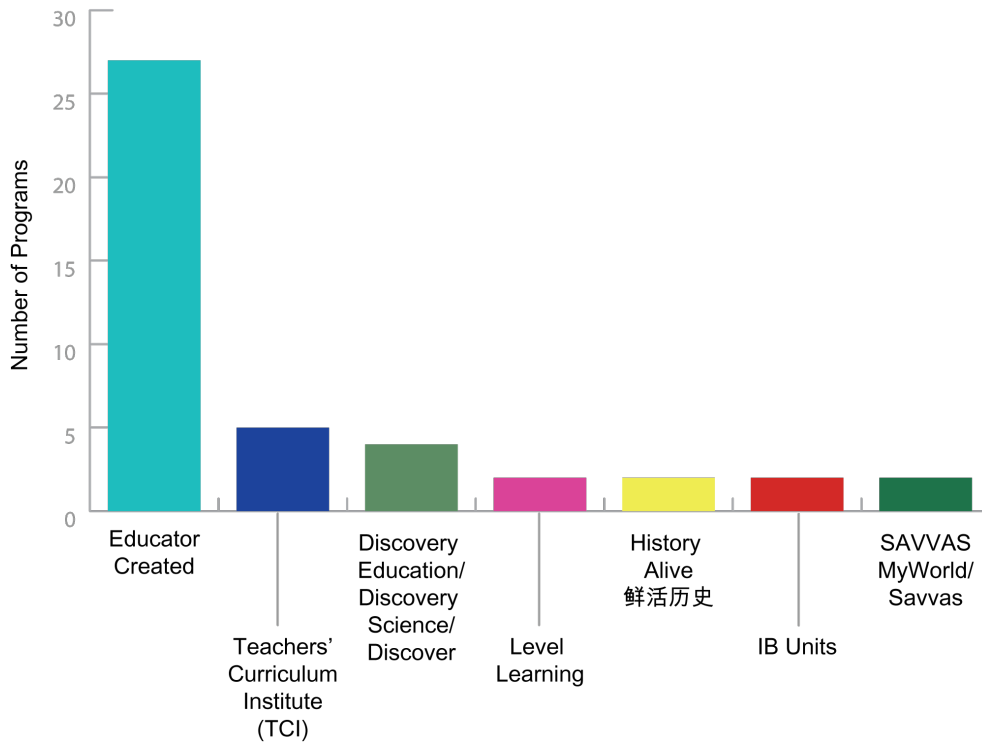
Additional textbooks/resources reported include: HMH Into Science, SeedStory Lines/SEED, Stemsscopes, Discovery, IB Units, and OpenSciEd.

18. Please list textbooks and resources used for the Social Studies curriculum and specify whether they are commercially published or school/teacher-created.

We received 53 valid responses. Interestingly, in social studies, teacher-created materials comprised the majority, with 47% (n = 27) of the responses. Teacher Curriculum Institute (TCI) at 9% (n = 5) and Discovery at 7% (n = 4) are the two most used textbooks. Figure 18 shows the total number of textbooks/resources reported by two or more programs for each textbook/resource.



Figure 18: Textbooks: Social Studies



An additional list of textbooks reported once includes Amplify CKLA, Our California, Impact California Social Studies, McGraw-Hill Social Studies, HMH Into Social Studies, Benchmark, Washington State History Textbook, Scholastic, and SEAL.

19. If you answered Yes to the previous questions about materials in various content areas, how has that need been met? Select all that apply.

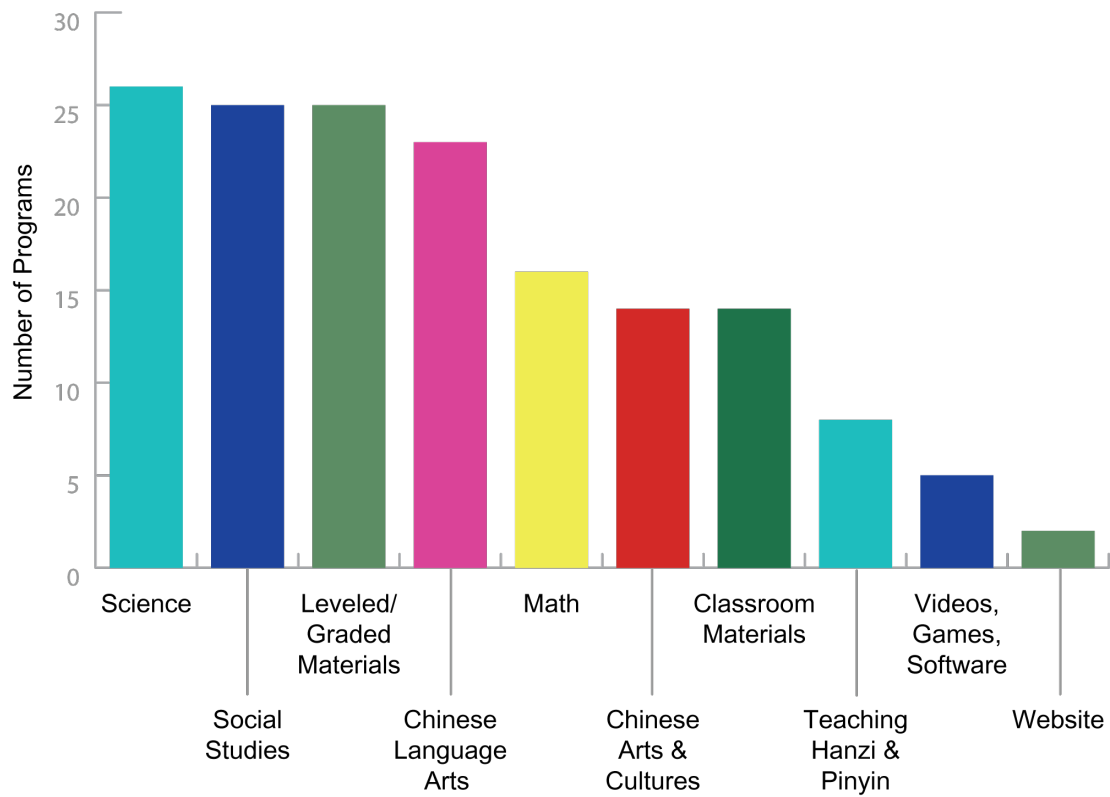
We received 96 responses to this question, with 72% (n = 69) answering that mandated content must be translated into Mandarin, and they have done so. Overall, 71% (n = 49) have translated material in Math and Science, respectively; 62% (n = 43) in Social Studies; and 57% (n = 39) in Chinese Literacy. It is unclear which materials for Chinese Literacy were translated.

20. What are your wish lists of materials and resources for any content areas (Chinese Arts and Culture, Chinese Language Arts, leveled readers, Math, Science, Social Studies, etc.)?

Using the coding and thematic methods, the top five answers from the 79 responses indicated that programs need materials and resources for Science, Social Studies, leveled/graded readers, Chinese Language Arts, and Math, as illustrated in Figure 19.

The wish-list for Chinese/Chinese Language Arts is more nuanced. Programs would like more resources for reading materials and readers graded by age and proficiency levels. Materials related to Chinese cultures, arts, the teaching and learning of Hanzi (Chinese characters) and pinyin, and digital resources such as visuals, audio, and video clips, games, software, and websites are also welcome.

Figure 19: Materials and Resources Needed



Section Three: Teachers

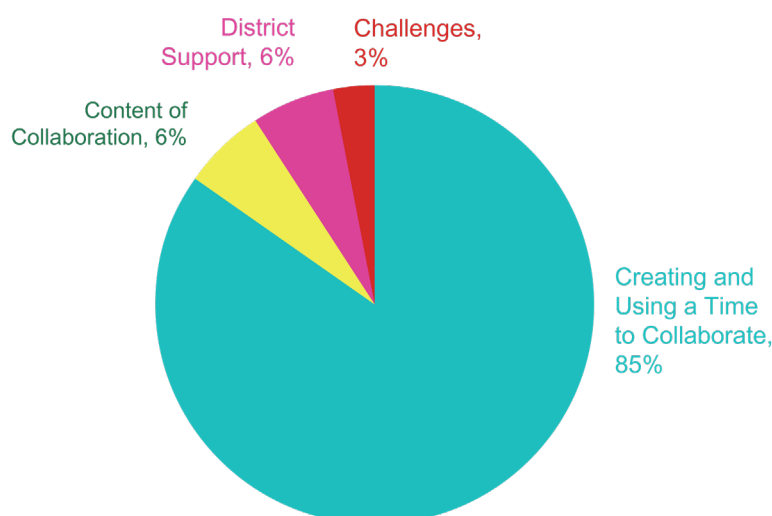
21. Number of Mandarin language teachers and international/guest teachers?

Based on the reported data, there are 1,092 teachers across 100 programs in the U.S. Of these, 85 programs reported using international teachers. The total number of international teachers was estimated at 184, representing about 17% of the survey's teaching force.

22. How do Mandarin and English partner teachers coordinate and collaborate?

We received 85 answers, which were analyzed by keywords, yielding 94 codes grouped under four themes: (1) Creating and Using a Time and Place to Collaborate, (2) Content of Collaboration, (3) District Support, and (4) Challenges. See Figure 20.

Figure 20: Mandarin and English Collaboration

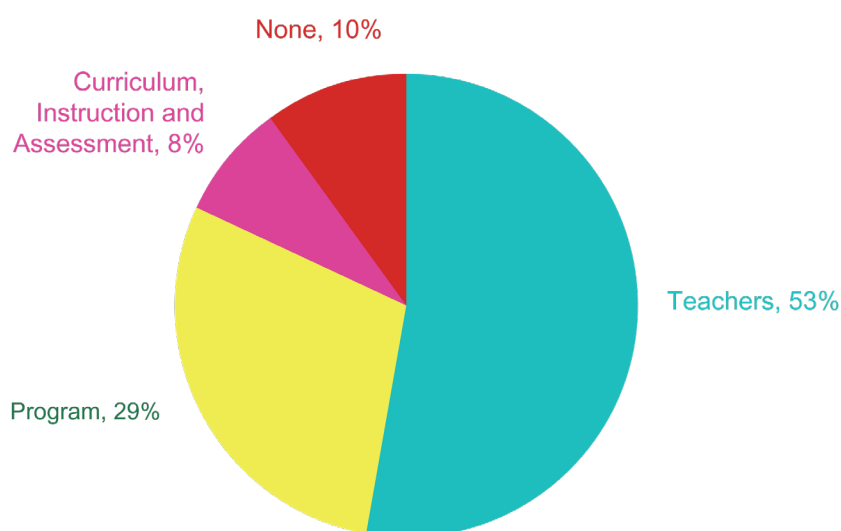


Mandarin and English teachers used dedicated time for collaboration, as reported by 85% of programs. Examples include using a professional learning community (PLC), holding grade-level or vertical dedicated planning meetings daily, weekly, or monthly, and strong teamwork. Collaboration on content alignment was reported in 6% of responses. Examples include aligning the content area to be taught with which teacher/language and when, using a common/shared planner, following agreed-upon routines/activities/events, reviewing the same student data, writing and sending out newsletters, and relying on the same behavior support for students. District and school support made a difference, as reported by 6% of respondents. Examples include shared professional development, participation in the Chinese-English teacher-parent conference, and support from the DLI coordinator and the instructional coach. Difficulty in collaboration between Chinese and English teachers was reported by 3% of respondents; no further elaboration was provided.

23. What are the barriers/challenges of recruiting or retaining Mandarin teachers?

The 78 responses were coded using keywords, yielding 120 codes. The answers are grouped into three categories: (1) Teachers, (2) Program, and (3) Curriculum, Instruction, and Assessment.

Figure 21: Barriers/Challenges for Recruiting or Retaining Teachers



Teachers constitute 53% of the responses, indicating a challenge in recruiting or retaining Chinese immersion teachers. Under the Teacher category, certification is the most significant factor at 29%. Cited examples include finding/becoming certified/qualified Mandarin teachers; teacher education institutes not adequately preparing MIP teachers; a complex process for teacher certification; being certified in subject matter beyond the Chinese language, such as SS or multiple subjects; and teacher retention.

The second teacher-related challenge, reported by 13% of respondents, related to teacher intercultural communication in and out of the classroom. Examples include familiarity with U.S. teaching methodology and classroom management; understanding of how U.S. schools operate; awareness of student diversity, motivation, and professionalism in the U.S. context; language fluency in Chinese and/or English; and communication issues with leadership, peers, parents, and the community. Low salary, high cost of living, heavy workload, and burnout were reported by 11% of respondents.

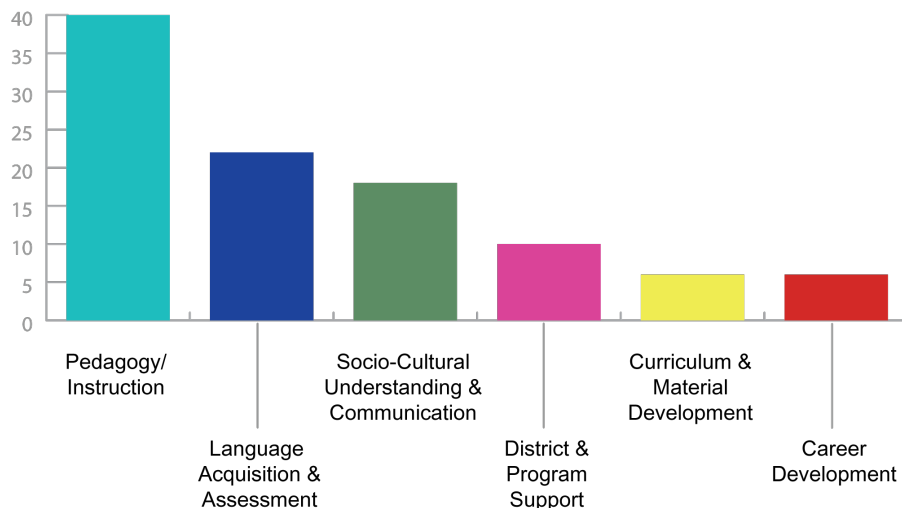
Program-level challenges constitute 29% of the coded responses, the top one being intensifying U.S.–China relations affecting visa and immigration issues. Program sustainability or dissolving, structural issues, funding or budget, administrative support, and support for international teachers were cited as significant. Low student enrollment and competition from nearby MIPs were also influential. Interestingly, depending on where the MIPs are located, the geographic context can favor (e.g., dense population, community support) or hinder (e.g., negative community attitude) them.

Curriculum, instruction, and assessment were cited as challenges in 8% of coded responses, including the lack of curriculum, the need to translate materials, and the lack of mentorship or coaching, which are barriers to recruiting or retaining Chinese immersion teachers. Lastly, 10% of responses indicated that they saw no barriers or were unsure if there were any.

24. What are Mandarin teachers' needs for professional development and community engagement?

We used keywords and themes to code the 73 responses, yielding 124 codes. We then categorized the codes into the following six themes: (1) Pedagogy/Instruction; (2) Language Acquisition & Assessment; (3) Socio-Cultural Understanding and Communication; (4) District & Program Support; (5) Curriculum & Material Development, and (6) Career Development. Figure 22 displays the data:

Figure 22: Needs for Professional Development



Pedagogy/Instruction, 40%. Immersion pedagogy, strategies, and best practices are at the top of the list. For example, respondents reported that they need a conceptual framework for language immersion education. They also want to learn more about how to develop balanced, whole-child strategies for different age and ability groups, classroom management, and how to provide culturally responsive and differentiated instruction in the U.S. educational context. Teachers also want to improve their knowledge and skills in developing students' social-emotional skills, well-being, global competency, and critical thinking. In an immersion setting, they want to know the best practices for teaching different content

areas, such as Chinese Language, Math, Science, Social Studies, and Digital Literacy. Various practical approaches, such as inquiry- or project-based learning, were also cited as examples.

Language Acquisition & Assessment, 22%. The respondents reported that they need to know how language is learned and assessed, including how learners of different ages and abilities learn and develop Chinese language proficiency and literacy. They want to know more about the [ACTFL World-Readiness Standards for Learning Languages](#), [NCSSFL-ACTFL Can-do Statements](#), and how to use them in the classroom. They want to learn more about designing authentic materials and meaningful assessments that motivate students and foster their English-Chinese biliteracy development.

Socio-Cultural Understanding & Communication, 18%. Many Chinese language teachers are foreign-born and find it challenging to navigate the American socio-educational-cultural system. They reported needing strategies to succeed in parental communication and community engagement. They also expressed a strong desire (at 11%) to collaborate and exchange best practices with colleagues at the same grade and across levels.

District & Program Support, 10%. In the survey, MIP educators reported that they would appreciate having more funding and support for the program, as well as increased resources, time, and salary from the school or district. Interestingly, a respondent replied, “Our teachers are overloaded by PD these days.”

Curriculum & Materials Development, 6%. Respondents stated they wanted to learn more about designing meaningful curriculum and materials to foster students’ learning in Chinese and across various content areas. For those programs that adopt a specific model, such as IB or Reggio Emilia, respondents stated that they would like to solidify their understanding of the framework and associated pedagogy. Some also mentioned they needed materials and approaches to teaching Chinese culture.

Career Development, 6%. Responses indicate that teachers aspire to grow professionally. They would appreciate having mentors or becoming mentors and coaches themselves. They wish to have the opportunity and training for leadership roles.

Section Four: Program Accomplishments, Challenges, and Future Directions

25. Student Achievement: How have your students' assessment data in Reading, Writing, and/or Math compared with your state average test scores for the same subject and grade level in a given year? Can you briefly describe it or cite one concrete example? (If feasible, please provide the link to the data.)

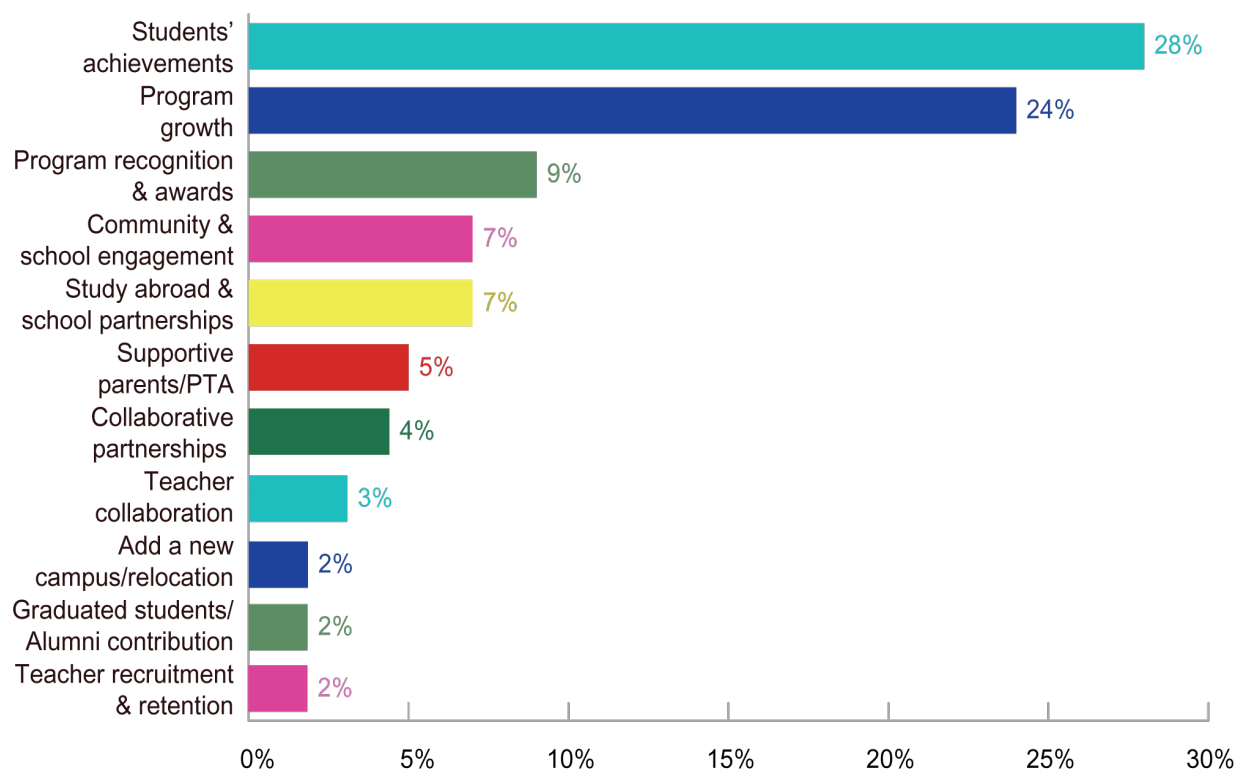
We received 64 responses to this open-ended question. Remarkably, 39% (n = 25) reported that their immersion students' scores in English Language Arts or Math tests are above district and/or state averages. Similarly, 19% (n = 12) reported that their immersion students outperformed non-immersion students, without specifying whether they were referring to the state tests or comparing students in the same building. Nine programs provided links to student achievement data, which are available in the Student Achievement column of the comprehensive program list in Part B.



26. What are the top three program accomplishments you are proud of? For example, program expansion/new building or campuses, local/state/regional/national/global recognition, increased student enrollment, number of students awarded with the State or Global Seal of Biliteracy, increased number of graduates or students taking Chinese AP, school partnerships, or study abroad programs.

We received 103 responses to this open-ended question, which were coded, yielding 191 codes. Because programs cited different achievements, the coded themes exceeded three. About 7% of the responses were “don’t know, unsure, or N/A.” The remaining 93% can be grouped into nine themes: (1) Student Achievement, (2) Program Growth, (3) Program Recognition, (4) Study Abroad, (5) Community Involvement, (6) Supportive PTA, (7) Strong Teacher Team, (8) Collaborative Partnerships, and (9) Alumni Contributions, which are shown in Figure 23.

Figure 23: Program Achievements



Students' Achievements constitute 28% of the coded responses. Examples include being featured in the local media, making the state's honor roll, demonstrating high academic performance, earning the State and/or Global Seal of Biliteracy, winning regional and national contests, publishing books, passing high scores in HSK, STAMP, and/or AP tests, and completing stringent Graduation Capstone projects.

Program Growth is reported in 24% of responses as evidence of achievement. Cited examples include increased student enrollment or a waiting list for enrollment slots, adding more grade levels each year, extending the program downward to PreK or Transitional Kindergarten (TK), or upward to middle or high school. Some programs have even built/purchased a new campus or relocated to a larger building. Some connected with college Chinese courses for qualified high school students or offered enrichment programs or summer camps.

Program Recognition is mentioned in 9% of the responses. Examples include recognition at the district, state, or national levels, by professional organizations (e.g., CLTA or CLASS), or by community groups. Teachers receiving awards, media coverage, and conference presentations are other examples of recognition.

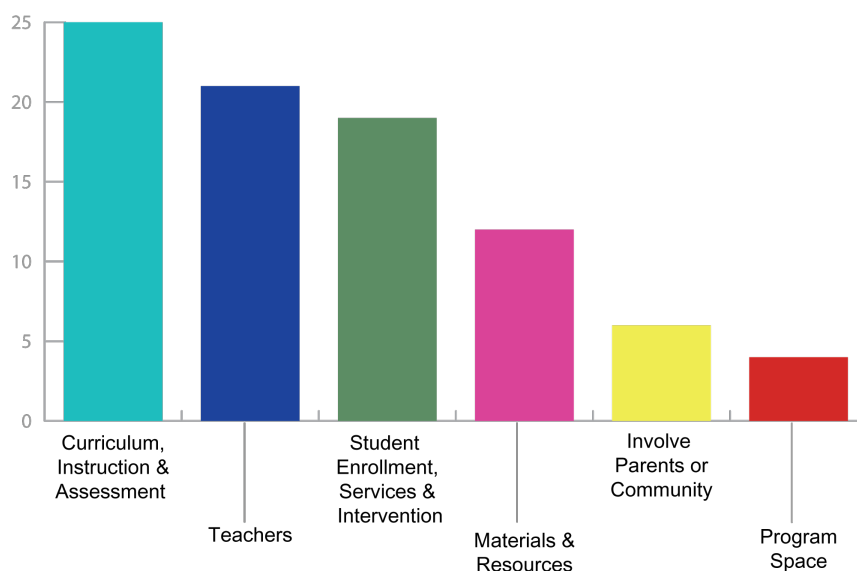
Study Abroad received 7% of responses, and Teacher Collaboration was mentioned as an accomplishment by 3%.

What is interesting is that Community Involvement accounted for 7%, Supportive PTA for 5%, and Collaborative Partnerships with outside agencies for 4%. When combined, at 16%, the community, parents, and partnerships are a strong indicator of a program's success because they help it grow roots in the community. As well, several responses mentioned that their graduates returned and contributed to the program, bringing Alumni Contributions to 2%.

27. What are your program's top three challenges?

The 103 responses were coded, yielding 253 codes. The top six challenges include (1) Curriculum, Instruction, and Assessment, (2) Teachers, (3) Student Services and Intervention, (4) Materials and Resources, (5) Parental and Community Involvement, and (6) Space Issues, as shown in Figure 24.

Figure 24: Challenges



Curriculum, Instruction, and Assessment is a top challenge at 25%. They include issues such as curriculum design, development, and alignment; the balance between the Chinese and English curricula; fighting for instructional time across all content areas; scheduling; and class size. Mandarin teachers also wanted to learn more about instructional strategies, such as how to teach the four skills of Chinese, hanzi, and pinyin, and how to motivate and assess students.

Challenges related to **Teachers** constitute 21% of the coded responses. For example, finding qualified teachers, low salaries, and burnout were mentioned. The visa situation makes it hard to hire and retain international teachers. Teachers also wanted to have more Chinese-specific professional development and meaningful coaching. They expressed a desire for more time to plan, collaborate with partner

teachers, and work with students with special needs.

Challenges related to **Student Enrollment, Services, and Intervention** are reported by 19% of respondents. Most frequently cited factors include student recruitment, enrollment, retention, motivation, and data collection to monitor student progress. The respondents reported needing more support and time for students with special needs and for behavioral management. They wanted students to have more opportunities to use Chinese outside the classroom and to participate in field trips and cultural activities. They also wanted to have more international school partnerships.

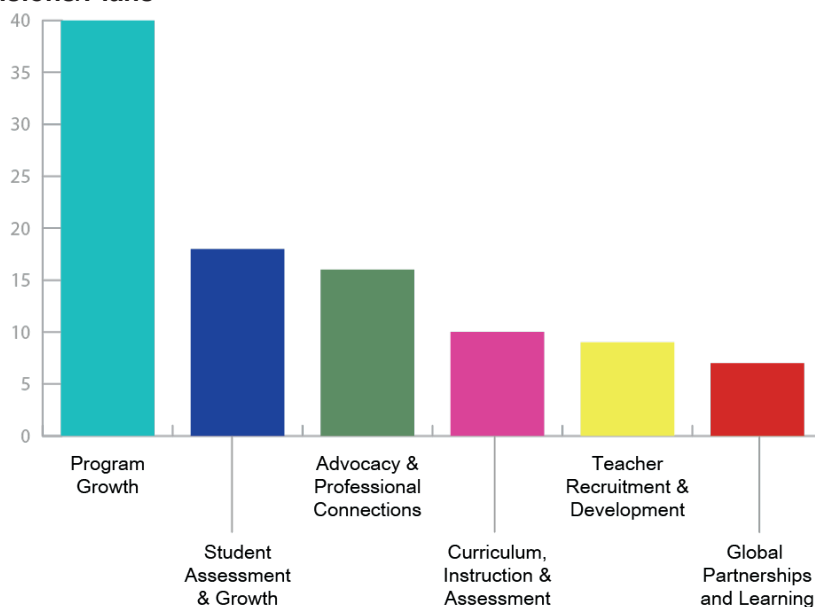
At 12%, **Materials and Resources** present another dimension of the challenges. Many responses indicated a lack of instructional materials and resources, including digital resources. They needed more authentic materials across various content areas and social-emotional skills, as well as graded readers, rather than relying on translations or having teachers translate.

Involving Parents or Community Members was reported as a challenge by 6% of responses. Some respondents felt the need to advocate to garner more community support. Program Space, specifically needing more physical space, was cited as another challenge by 4% of responses. Some respondents also wanted the MIP to be more integrated into the school community.

28. What are the visions or plans of your MIP for the future?

The 68 responses were coded, yielding 115 codes. The vision or plans can be grouped into six categories: (1) Program Growth, (2) Student Assessment and Growth, (3) Advocacy and Professional Connections, (4) Curriculum, Instruction, and Assessment, (5) Teacher Recruitment and Development, and (6) Global Partnerships and Learning, as shown in Figure 25.

Figure 25: Visions/Plans



Program Growth, 40%. Most coded responses include increasing access to more MIPs, program accreditation, and more articulated programs from PK/K to G12 and to college. Other shared visions include improved program sustainability and excellence, increased student enrollment, strengthened Mandarin-language teaching methods, enhanced support for all learners, greater inclusivity, and more family-engagement resources. Some expressed concerns for funding/budget cuts or programs being dissolved.

Student Assessment and Growth, 18%. Vision or plans cited include higher student learning outcomes, including AP exam and score results; better assessment; a clear focus on language objectives; and more effective strategies for working with diverse learners. Many also cited goals for developing students' global competency, biliteracy, and biculturalism, and earning the State/Global Seal of Biliteracy.

Advocacy and Professional Connections, 16%. Many programs stated that they would engage in more advocacy to promote the study of Mandarin, world peace, and prosperity; working with parents and the community; and conducting outreach cultural activities. They also noted that school and district leadership needed to have a vision and believe in the efficacy of Mandarin immersion education. Many programs expressed a desire to attend professional conferences where they can share and learn with other MIPs nationwide.

Curriculum, Instruction, and Assessment, 10%. Keywords included having a solid and articulated curriculum; understanding how to differentiate and personalize curriculum and immersion instruction strategies for different learners; how to create rich, warm, and safe learning environments; and knowing more about the IB curriculum, including its Primary Years Programme (PYP for elementary school), Middle Years Programme (MYP for middle school), and Diploma Programme (DP for high school). They also wished for after-school tutoring.

Teacher Recruitment and Development, 9%. Coded responses related to teachers indicated that they would like to learn more immersion strategies and have Chinese-language and culture-specific professional development. Other responses included having more teacher team collaboration, finding scheduling solutions, receiving more feedback from master teachers, and increasing access to instructional resources.

Global Partnerships and Learning, 7%. These responses indicate that MIPs want to have more study abroad trips and want to build domestic and global partnerships. One program cited that its sister school partnership was cut off due to the community's hostility toward the U.S.-China relationship.

29. What support or resources do you need (locally, nationally, and globally) for the next five years?

The 64 responses were analyzed, yielding 108 coded answers. They include six themes: (1) Curriculum, Instruction, and Assessment, (2) Teacher Support, (3) Leadership Support and Funding, (4) Partnerships and Connections, (5) Advocacy, and (6) Research, as shown in Figure 26.

Figure 26: Support/Resources Needed



Curriculum, Instruction, and Assessment, 29%. Programs report needing more support and training in curriculum development, language acquisition, assessment; instructional strategies for different learners; and how to develop materials, use and share print and digital resources and tools, and how to translate and adapt materials. Some mentioned having students earn the State and Global Seal of Biliteracy.

Teacher Support, 26%. Teachers ask for more PD and networking opportunities; a program coordinator who serves as a liaison between the MIP, leadership, and the rest of the school or district; long-term, meaningful mentoring or coaching; and time to share and plan with peers or partners. Teacher recruitment and retention support, as well as support for international teachers, were also mentioned.

Leadership Support and Funding, 26%. Equally critical was school and district leadership, including a vision for the MIP and a strong understanding of immersion education and pedagogy. Fiscal and budgetary support was much needed, including funding for teachers, students, and program operations, as well as time to plan and support a paraprofessional or teacher aide. Allowing and supporting students' trips to China and holding after-school activities were suggested. Finally, there were suggestions that the program leadership should actively seek funding or grants to support the MIP.

Partnerships and Connections, 12%. Respondents mentioned that family involvement was essential. They would also like to make more connections with Chinese people and culture and to forge sister schools or domestic and international partnerships.

Advocacy, 8%. Respondents stated that advocacy was critical and suggested having marketing materials ready, enhancing the MIP's visibility, and creating the community's demand for more MIPs. They also reported the need to attend or present at conferences to network, exchange ideas and best practices, and share information.

Research, 3%. Although the numbers were small, respondents highlighted the importance of conducting research and sharing its results to support continuous program improvement and advocacy.

IV. Discussions and Implications

In this section, we discuss the trends that emerged from the findings and implications for further consideration or action.

1. State of the Mandarin Immersion Education in the U.S. as of 2025

As discussed, we received 102 responses from **22 States and Washington, D.C.**, plus one from Hong Kong. The total number of students enrolled in these programs is **34,341**.

The comprehensive list of programs compiled in Part B indicates that there are **335 MIPs in the U.S. as of 2025**. This number is higher than the 312 public school MIPs on ARC's 2021 collection and lower than the 367 programs on Mandarin Immersion Parents Council's list in October 2024. We recognized that this is a live list that is changing all the time. We plan to post the list online and invite programs to enter or update their information.

The answers from Q.1 revealed that 68% of the MIPs are in public schools, 16% in private or independent schools, 15% in charter schools, and 1% in magnet schools. As discussed in the Q1 findings, combining the percentages of charter, magnet, and public schools brought the publicly funded programs to 84% of the MIPs in the survey. This finding dispels the perception that MIPs are usually privately operated programs. There are several implications that deserve our attention.

The first implication can be addressed from the answers to Q.2, which indicated that 55% programs were strands in comprehensive schools, 33% were stand-alone immersion schools, and 12% were strands in multilingual schools. Independent/private, charter, and magnet schools are usually dedicated immersion schools, so the combined percentage total of 32% aligns with the 33% reported for immersion schools. For groups who aspire to establish a Mandarin immersion school, the data offer many successful examples of independent, charter, or magnet schools.

The second implication is that 55% of MIPs are strands in comprehensive schools, coexisting with a mono-English-language program. On the one hand, being a strand in a comprehensive school increases the complexity of operating an MIP. The sense of ownership, resource sharing, leadership, teacher roles and responsibilities, accountability, and perceptions among parents and the community can vary widely, potentially supporting or hindering an MIP's sustainability. Our survey results touched on many aspects of these issues.

On the other hand, having so many programs coexisting with an English program under the same roof leads to the third implication. That is, an MIP as a strand in a comprehensive school can be an excellent entry point for establishing an immersion program in the community. In this way, much of the work of establishing a program can be built on an existing structure rather than starting from scratch. The 55% of MIPs in a strand provide many success stories and examples for such an aspiration.

Interestingly, 12% of the programs offer multiple language tracks. It is unclear whether students stay on the Mandarin track or could learn all these languages, which could be explored in future research. Regardless, the finding suggests that many communities have put more value on multilingual education.

The data show that 60% of the MIPs in the U.S. in 2025 employ the 50/50 model. The remaining 40% of the programs employ various configurations to allocate instructional time between English and Mandarin. Generally, they start with 100% immersion in Mandarin. As the grade level increases, the use of Mandarin in instruction decreases. But even in G5 or G6, most still maintain a 60 Mandarin/40 English model.

Choosing a program's immersion model is more about the program's vision, philosophy, staffing availability, and community's desire than about which model is better. What matters is the fidelity to the program's language model. That is, do the program and teachers adhere to the language in instruction and during the rest of the school time? Do teachers translate between the two languages? Which language is perceived and used as the language of power, or do they receive equal status among all stakeholders? These questions affect student learning outcomes and are a potential area for future studies.

2. Growth Patterns of the Field

The earliest data we received for program establishment was the year 2000 (Q. 3). Only 3% of the programs reported being established in the five years leading up to 2005. **Our data show that the 15 years from 2006 to 2020 were the golden age of growth for MIPs in the U.S., accounting for 81% of program establishment.**

It was unexpected to find that 12% of MIPs were established from 2021 to 2025. 2018 marked the downward turn of the U.S.-China relationship. This is also the period of the global pandemic that occurred from 2020 to 2023. Amid these crises, coupled with the national trend of lower birth rates, decreased student enrollment, and budget issues, it is heartening to see the establishment of these programs. These programs, along with some established between 2016 and 2020 (30%), are younger than 10 years old and need a go-to place, such as the National Chinese Language Conference (NCLC), where they can learn from others.

Our data show that **54% of MIPs are 10–25 years old (2000–2015), mature enough to connect with or grow into middle and high school (MS & HS) Mandarin programs.** Incidentally, this number coincides with the response that 48% are in MS and 20% in HS (see Q. 4). **Taken together, the need for having a “home” where MIPs can convene, share, and learn, is loud and clear.**

Finally, another surprise from Q. 4 was **the emergence of preschool MIPs**, which accounted for 25% of responses. This means that an increasing number of parents, educators, and community members have realized the power of early childhood bilingualism (Wang et al., 2021; Wang & Wong, 2021; Wang et al., 2022). Likewise, these preschool programs can benefit from learning and sharing at conferences or workshops. The Early Childhood Chinese Immersion Forum (ECCIF), organized by MIPs with preschools

in the Bay Area, California, serves this vital function. Similar in-person forums in other parts of the U.S. could be organized, as preschool teachers are unlikely to travel far from their local areas.

3. Needs for Mandarin Immersion-Oriented Curriculum, Instruction, Assessment, Materials, and Resources

The survey data (Q. 20 wish list for curriculum and resources) clearly indicate that MIPs need practically everything, from curriculum to resources inside and outside the classroom. Because the Mandarin immersion field is young, it has not developed its own framework and guiding principles for biliteracy development, instead borrowing mostly from Spanish immersion programs. Yet, as a character-based language, Mandarin needs a language-specific, research-based guide for proficiency, pinyin, and literacy development, in addition to knowing how to teach content areas such as Math, Science, and Social Studies. The respondents also expressed a strong desire for standardized reading-level guides for Chinese that are age- and proficiency-appropriate. Many MIPs based their curricula on textbooks rather than developing their own scope and sequence. Many respondents also mentioned that they translated materials from English to Chinese, yet the quality and efficacy of the translation must be ensured. The need for authentic printed or digital Chinese materials and resources across grades and content areas is pressing.

Many MIPs adopted AP or IB as their program proficiency goals or curriculum framework, especially at the middle and high school levels. This trend shows that programs recognize the benefit of setting clear learning goals and pathways for students. The most remarkable development is that many MIPs reported that their students have earned the State or Global Seal of Biliteracy. Such a recognition and award system helps all stakeholders (students, teachers, parents, school leaders, and community members) set clear goals, design connected pathways, and foster a sense of community and achievement.

4. Strengthening and Linking Teacher Pipelines to MIPs

Across 102 programs surveyed in the U.S., there are 1,092 teachers. Eighty-five programs reported using international teachers, which is estimated at 184, about 17% of the teaching force in Mandarin immersion.

Many responses (Q. 23, challenges regarding recruiting and retaining teachers, and Q. 24, teachers' needs) mentioned that certification and a visa are two critical barriers. Pursuing certification as an immersion teacher usually requires a double load: certification as a Mandarin language teacher and, often, as an elementary teacher for multiple subjects. In secondary school, teacher candidates must obtain certification in teaching a single subject, such as Math, Science, or Social Studies, in addition to teaching Mandarin. Many states or districts offer alternative or emergency certification routes, but aspiring teachers must already be in the system. Besides, the bridges are often hidden, disconnected, or broken for aspiring teachers. As most MIP Chinese teachers are foreign-born, cross-cultural understanding and communication add another hurdle to the obstacles they face (Harvey & Silva, 2018; Lyon, 2018). Obtaining a working visa for international teachers is another obstacle course. With the worsening,

dynamically changing U.S.-China relationship, obtaining visas for these Chinese-language teachers is not only a complicated process but also a matter of money and luck.

For those practicing teachers, Chinese-specific **professional development** is another area of need, rather than that for teachers of Commonly Taught Languages such as French or Spanish. Our survey data, in response to Q. 24, listed many topics that teachers wanted for professional development.

Related to certification, visa, and professional development is the capacity of **teacher education institutions** to prepare and support Mandarin language teachers in the U.S., which has been a chicken-or-egg problem. Without enough applicants, a teacher education institute cannot afford to offer courses, certification, or degree programs. Yet, without an adequate place to do preparatory work, an aspiring teacher cannot be certified. The other side of the coin is also true, i.e., teacher education institutes/programs need support. They usually do not have on-staff expertise to develop Chinese language teachers. They need financial support to offer adequate courses and provide practicum and student teacher advising. They need cooperating Mandarin immersion teachers and classes for student-teachers to complete their internships. At the other end of the spectrum is Chinese teachers' desire for **career development**, as shown in the responses to our survey. The MIP field also needs to have a steady supply of high-quality master teachers, mentors, coaches, and directors at the school, district, or state levels. A follow-up study about the teacher pipeline would help strengthen these links.

One remarkable pattern that emerges is the **collaboration between Mandarin and English teachers** (Q. 22). This was not the case ten years ago, when both partner teachers worked independently, collaborating only minimally with the other. The survey data showed that the partner teachers and the school or school district had found ways to provide time and space for teachers to plan and coordinate curriculum, instruction, assessment, and student services. Such strong team building leads to job satisfaction and the success of the programs.

5. High Student Achievements and Program Accomplishments

For the first time, we were able to **collect evidence of student achievement and assessment data nationwide, which are linked in the Comprehensive List of MIPs in Part B**. Many MIPs reported high student achievement, stating that the immersion students' test scores are above district or state averages, or they outperformed non-immersion students (Q. 25).

Program accomplishments offer a glimpse of hope, pride, and joy. Excerpts and sample testimonials about what they are most proud of are in the section below.

In Their Own Words:

- **Cantwell’s Bridge Middle School, Townsend, DE.** Our Chinese immersion students are at or above average when it comes to the state testing results. Program expansion: We are planning on expanding to the college Chinese courses for qualified students in high school level; some 7th-grade students are going to take AP Chinese Language and Culture exam; we just started a pen pal program with Chinese students for 7th-grade students as well.
- **Columbia River High School, Vancouver, WA:** Number of students awarded with the State or Global Seal of Biliteracy, increased scores of IB exams, and increased numbers of students earning IB diploma; students’ higher rates of admission to the prestigious universities.
- **Fletcher Mandarin Language & GATE Academy, Orange, CA.** Our school was awarded “Gold Bell” several years ago. Three students from our first MIP cohort passed the AP Chinese exam. We have grown from a school with low enrollment to 500 students because of our Mandarin Immersion Program.
- **Global Ambassadors Language Academy, GALA, Cleveland, OH.** Higher than the city and state average, I can email the data upon request. Students going to China, 8th grade students passing HSK Level 4 test, moving to a new building in 2027.
- **Harrisburg Elementary, Harrisburg, NC.** Harrisburg Elementary is recognized as a State Global-Ready School.
- **Highland Park Senior High, St Paul, MN.** Aligning Chinese Immersion courses with College in the Schools courses from the University of Minnesota, high academic achievement, and high levels of achievement of the Bilingual Seal.
- **Jacob Wismer Elementary School, Portland, OR.** (1) Program Expansion: This year, we successfully launched a new Dual Language Mandarin Chinese program in our district, marking a significant step forward in our commitment to multilingual education and the district’s dual language expansion plan. (2) Increased Student Enrollment: The program has generated strong interest from families. We have already received more applications for the 2025–2026 school year than we did for the initial launch year, demonstrating growing demand and excitement about the program. (3) Strong Community and Parent Support: The program’s launch has been well-received, and we are proud of the strong support we’ve received from parents and the broader community. Their enthusiasm and engagement have contributed significantly to the program’s early success.
- **Jefferson Joint School District #251, Rigby, ID.** Our Senior class is graduating 20 students in Chinese this year, our very first graduating class! We are proud that these students will earn 16 college credits, and many of them will earn the Idaho Seal of Biliteracy (and, hopefully, some will earn the Global Seal as well).
- **Morningside Immersion PlayCare, New York City, NY.** We are private, but we have one UPK (public) classroom. My students far exceed state scores. They are 2-3 grade levels above in their

language skills and enter our school advanced in all other academic areas as well. Increased student enrollment, acquisition of language skills by students.

- **Presidio Knolls School (PKS), San Francisco, CA.** Creation of the world's first Reggio Emilia inspired Mandarin immersion preschool, first fully inquiry and project based Mandarin immersion elementary and middle school; Construction of our main campus building, including art studio, maker lab, and performing arts and athletics center; Enrollment growth from 300 to more than 400 students, growing waitlists, and recognition of our teachers and staff from national and international organizations and media, and collaborative partnerships with schools and universities in Taiwan, China, and South Korea.
- **Renaissance Academy, Lehi, UT.** Most of the time, our test scores are higher than state average in all subjects and all grade levels. Additionally, (1) Chinese summer camps, (2) Increased number of middle school students compared with 3 years ago, (3) Higher AP passing rate compared to state average
- **Sierra Madre Middle School, Sierra Madre, CA.** Our Mandarin Immersion program has expanded to serve students from elementary through middle school, with plans underway to align with high school curriculum. We've maintained high retention and increased student enrollment, even through the challenges of the pandemic and shifting educational trends, which speaks to the value families and the community place on our program.
- **Tarwater Elementary School, Chandler, AZ.** Our DLI students consistently have higher scores across all subjects at state test when compared to district average scores. Program expansion - our program enrollment rate continues to rise. We are awarded as one of the top 20 Chinese programs in 2023 by CLTA USA. We have two teachers who received the award of the Teacher of the Year from Arizona Language Association (AZLA). Green card application process can be a potential concern for retaining some of our great teachers.
- **The GLOBE Academy, Atlanta, GA.** 100% pass rate on Chinese AP exams for 8th graders. We have the highest pass rate in the nation for 8th graders taking the AP exam. We had 55% of ALL 8th-grade students receive the Global Seal of Biliteracy.
- **Walnut Hills Elementary School, Greenville, MI.** Students in fifth grade start to take standard test this year. Cooperation among western and eastern teacher. Chinese New Year performance in community. 1st class of students graduated from high school this year. High school students China trip. Parent support though K-12. Parents run a Chinese immersion booster Facebook page.
- **Washington Yu Ying International Charter School, Washington D.C.** (1) In January 2025, we opened a beautiful new Early Years Campus, 2 miles from our Elementary Campus, which allows us to grow to serve almost 970 students by 2030. (2) Yu Ying continues to have strong interest from families in the city. We have had more than 1000 applicants each year for ~100 seats. (3) Our alums feel a deep sense of connection and commitment to their elementary school - they regularly come

back to volunteer, tutor, work in our afterschool program, and visit with their teachers and Yu Ying's current students. (4) We are also proud of our teacher retention rates over the last two years 90% and 90%, setting us well above the DC and national averages. We have an amazing teacher community.

- **West County Mandarin School, Pinole, CA.** Our English reading/writing and math scores are above state average. We have a high rate of reclassifying English Learners to English proficiency. IB Program, State Honor Roll for student academic achievement across racial and other demographic groups, 2025 California Distinguished School for academic achievement and positive school climate, study abroad programs in China.
- **West Windsor Plainsboro Regional School District Dual Language Immersion Program, West Windsor, NJ.** Expansion to the middle school, higher than average scores on the STAMP in 3rd and 5th grade, family feedback that is positive.
- **Yi Hwang Academy of Language Excellence, Duluth, GA.** We started in 2020 with 107 students in the basement of a church. In fall 2025, we will have over 550 students and two school buildings. We are now the No.1 elementary charter school in GA.
- **Yinghua Academy, Minneapolis, MN.** (1) Numerous school rankings in the state. (2) Yinghua was awarded the National Blue Ribbon School in 2015. (3) Yinghua students consistently receive high praise and achieve outstanding results in national and international Chinese competitions, demonstrating exceptional language skills.

V. Conclusion

This is the report on the national survey of Mandarin immersion programs conducted from April to December 2025. We received 103 responses from 22 States plus Washington, D.C., including one in Hong Kong. The total number of students from these responses was 34,341, and the number of Mandarin immersion teachers was 1,092. In addition to Part A, the main report, we included in Part B a comprehensive list of Mandarin Immersion Programs in the United States, compiled from this survey and various sources.

Several themes emerged from the findings: (1) 2025 state of the Mandarin immersion education in the U.S.; (2) growth patterns of the field; (3) needs for Mandarin immersion curriculum, instruction, assessment, materials, and resources; (4) strengthening and linking teacher pipelines and the MIPs; and (5) high student achievements and program accomplishments. Each theme was discussed extensively.

As we close, we would like to share two key understandings we gained from working on this study. As previously discussed, the field lacked a clear framework and guiding principles for how immersion works, how to teach Chinese language and culture, and various content areas in an immersion setting, how to help students develop biliteracy in at least English and Chinese, and how to engage parents and the community to support students and the program. Similarly, most educators and program leaders were not clear about how to “do” Mandarin immersion. Although there is a knowledge base to draw on (e.g., Howard et al., 2018), applying it to Chinese, a character-based language, is challenging. Most Mandarin programs must experiment on their own to develop best practices that work for them.

Through this study, we realized that the knowledge base of the Mandarin immersion field is in these programs. It is time to consolidate knowledge and information and conduct further research to develop a system of knowledge, best practices, skills, and perspectives on Mandarin immersion education. The CELIN Checklist (Wang & Peyton, 2018) is an example of such an effort, which needs to be updated and expanded. The need and benefits of creating a platform for the programs to share and learn are also evident.

The second big idea is that **programs should brand MIPs as an innovative alternative to traditional educational programming.** It is value-added education with the same amount of funding and effort as for monolingual education. At the same time, children develop the knowledge, skills, grit, and worldviews in English and Mandarin for the age of AI. While engaging in advocacy, Mandarin language and immersion programs must go beyond emphasizing the value of learning the Chinese language and culture.

While engaging in advocacy, Mandarin language and immersion programs must go beyond emphasizing the value of learning the Chinese language and culture. In other words, while learning and developing proficiency and literacy in the Chinese language are goals, Mandarin immersion adds benefits in cognitive development, social-emotional skills, compassion and empathy, the ability to communicate, collaborate, innovate, and experiment, and global competencies required in the age of Artificial Intelligence and technological advancements (Wang, 2023).

Data from many programs provide evidence of students' school achievement, as do various research studies (see Resources for sample references on the benefits of language immersion education).

Mandarin immersion education is clearly a viable option for parents seeking the best education for their children to ensure they can meet the demands of their future. For educators, school leaders, and policy-makers, the survey data provide useful references for establishing or enhancing an MIP. In what follows, we offer a plan of action for the next five years.

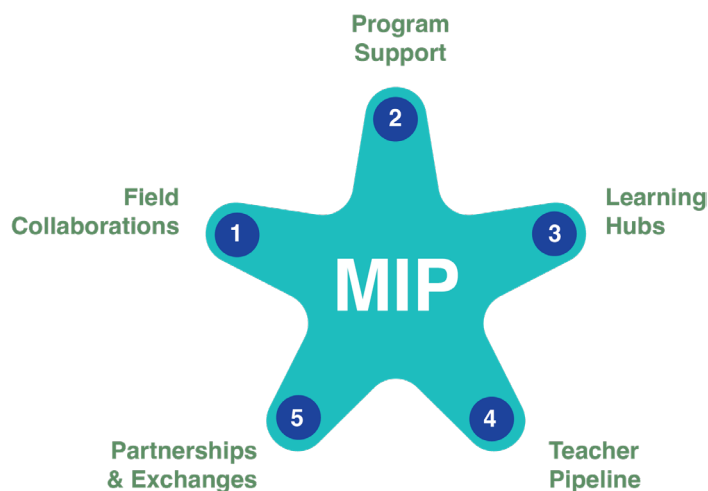
VI. Recommendations

The last part of the survey asked programs about their challenges (Q. 27), vision and future plans (Q. 28), and expected support from the field (Q. 29). The answers to each question were interconnected because student achievements and program accomplishments naturally become a vision and plan to sustain outstanding performance. On the other hand, challenges beget needs and a wish list for support. The following table shows how challenges, vision/ plans, and support needed are related:

Table 2: Comparison of Responses to Questions 27, 28, and 29

Challenges (Q 27)	curriculum, instruction, & assessment; materials & resources	teacher shortage	student services & interventions	leadership support & funding	parental & community involvement	space issues
Vision/ Future Plans (Q 28)	curriculum, instruction, & assessment; student assessment & growth	teacher recruitment & development; professional connection	advocacy	leadership support & funding	global partnership & learning	program growth
Support Needed (Q 29)	curriculum, instruction, & assessment	teacher support	advocacy & research	leadership support & funding	partnership & connections	

Based on these common themes, we make the following recommendations for the next five years to help establish, sustain, and expand the Mandarin Immersion field in the U.S.:



1. **Field Collaboration:** All MIPs in the U.S. are encouraged to collaborate. The network will serve as the “home” and give them a “voice” for the Chinese-language and immersion field in the U.S.
2. **Program Support:** Engage in advocacy. Create mechanisms and guides for policy makers and program leaders at different levels and settings to demand, establish, support, sustain, evaluate, and expand programs.
3. **Learning Hubs:** Coordinate or create a range of online and in-person platforms, programs, and courses for students to access and learn Chinese language and culture.
4. **Teacher Pipeline:** Enhance a robust system of certifiable, highly effective Chinese language teachers, from pre-service to in-service to teacher leadership development.
5. **Partnerships and Exchanges:** Connect schools, school districts, states, students, educators, leaders, parents, and domestic and global communities; create school partnerships, exchanges, and study tour programs.

We hope this report and its recommendations will enable MIP educators, leaders, and parents to identify the fruits of their labor and areas for continuous improvement. Policy makers from local to national levels will find the information, insights, and recommendations useful. Publishers, materials developers, assessment entities or companies, and agencies specialized in global study tours, sister school exchanges, and partnerships can develop strategies for future directions. The Mandarin immersion and Mandarin as a World Language programs in K-16 settings, as well as teacher education programs, can also tap into these findings to enhance their efficacy. Experts and researchers can use the information collected to develop research plans to advance the field.

We are grateful to the many experts and individuals who helped us along the way. Most importantly, we are indebted to the educators who responded to the survey. Your answers and insights have contributed invaluable to our field.

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Sample Resources for Benefits of Language Immersion Education

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Sample Professional Language Education Organizations

American Academy of International Culture and Education (AAICE). Website: <https://www.aaiceusa.com/>

American Council on the Teaching of Foreign Languages (ACTFL). Website: <https://www.actfl.org/>

American Councils for International Education. Website: <https://www.americancouncils.org/>

American Councils Research Center (ARC). Website: <https://www.americancouncils.org/research-and-assessment>

Asia Society. Website: <https://asiasociety.org/>

Center for Advanced Research on Language Acquisition (CARLA). Website: <http://www.carla.umn.edu/>

Center for Applied Linguistics (CAL). Website: <https://www.cal.org/>

Chinese Early Language and Immersion Network (CELIN). Website: <https://asiasociety.org/education/chinese-early-language-and-immersion-network>

Chinese Language Association of Secondary-Elementary Schools (CLASS). Website: <https://classk12.org/>

Chinese Language Teachers Association (CLTA). Website: <https://www.cita-us.org/>

College Board. Website: <https://www.collegeboard.org/>

Joint National Committee for Languages (JNCL-NCLIS). Website: <http://www.languagepolicy.org>

Mandarin Immersion Parents Council. Website: <https://miparentscouncil.org/>

National Association for Bilingual Education (NABE). Website: <http://www.nabe.org>

National Council of State Supervisors for Languages (NCSSFL). Website: <https://www.ncssfll.org/>

Appendix: Mandarin Immersion Programs Distribution in the U.S. as of December 2025

State	Number of Programs
AZ	5
CA	107
CO	1
DC	2
DE	10
GA	3
HI	1
ID	1
IL	6
IN	1
KS	1
LA	2
MD	5
MI	9
MN	12
NC	15
NJ	5
NY	20
OH	1
OR	12
SC	3
TX	3
UT	100
WA	10
Total	335