

2025 We As One & MCTLC Survey of K-12 Chinese World Language Programs in Minnesota**Preliminary Data Analysis Report**

(please do not cite the data without notifying We As One Education first)

About the Survey

The 2025 [We As One Education](https://weasoneeducation.org) & [Minnesota Council on Teaching Languages and Cultures \(MCTLC\)](https://mctlc.org) Survey was a statewide initiative designed to capture a clear picture of the rapidly changing landscape of K–12 Chinese language programs across Minnesota. Prompted by increasing reports of program cuts, declining enrollment, and reduced instructional time in both public and independent schools, the survey sought to document the lived experiences of Chinese language educators. Many of these educators are teachers of color, first-generation immigrants, and in some cases individuals whose employment is directly tied to employer-sponsored H-1B visas.

Data were collected between February and April 2025 through educator networks, professional organizations, and statewide newsletters. The resulting dataset provides critical insight to inform future advocacy efforts, strengthen world language programs, and support the professional growth and long-term stability of Chinese—and potentially other world language—teachers across Minnesota.

In total, 104 current and previous educators responded to the survey, revealing a widespread sense of urgency across the field. 77% reported declining enrollment, and 40% reported reductions in program funding, with several indicating that their programs had been eliminated entirely. Nearly two-thirds of respondents expressed concern that their positions may disappear within the next five years, and 33% indicated they would leave the profession altogether if displaced. While 52% reported that additional licensure would improve their job security, 77% received no financial or institutional support to pursue it. Furthermore, 43% reported having no access to professional development related to program sustainability or instructional growth. Together, these findings point to a fragile and increasingly unstable ecosystem for Chinese language education—one that requires coordinated support, policy attention, and sustained investment to ensure its survival and growth.

Survey Link: <https://tinyurl.com/WAOSurvey> (4/30/25 deadline has passed, no longer collecting data)

Public Briefing Zoom Webinar: [We As One Webinar: Data, Insights and Future Directions](#)

Survey Data Limitation

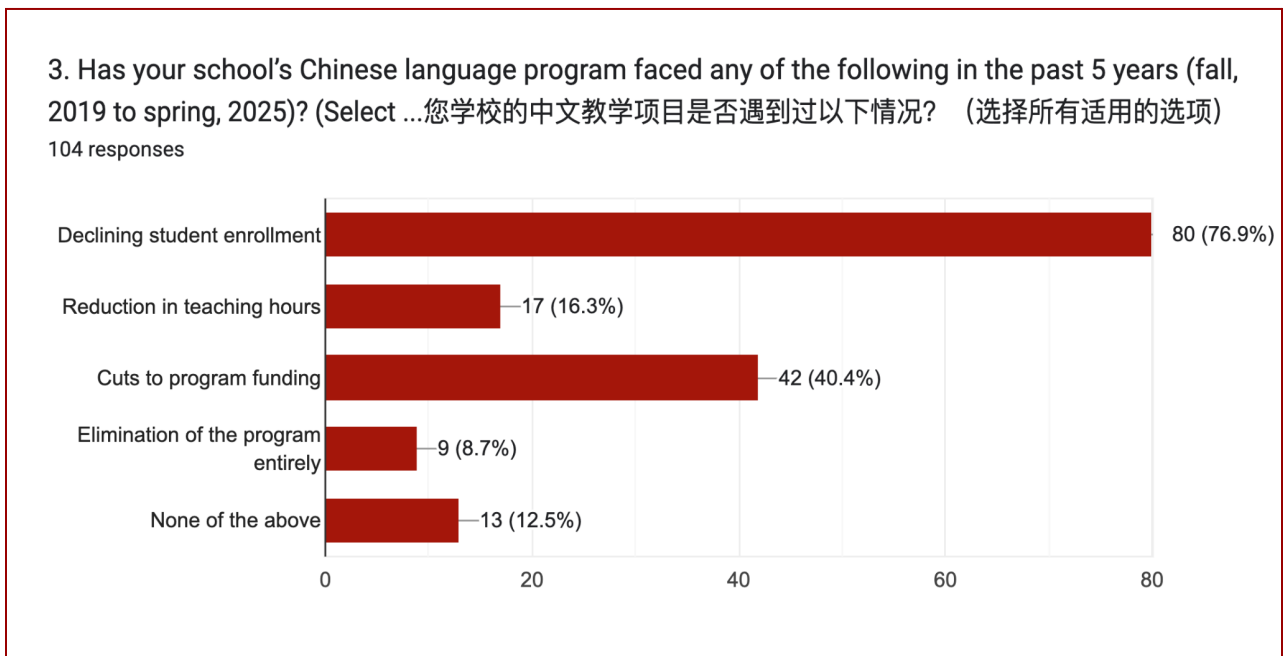
- The participant pool is restricted to current and former Chinese program educators, which may limit representation from school administrators or policymakers.
- Some schools or regions with Chinese programs may be underrepresented due to survey distribution methods relying on educator networks and teacher group platforms.
- The self-reporting nature of the responses could have potential bias
- Demographic information is collected voluntarily, which could result in incorrect data.

Key Preliminary Findings

A. Widespread Program Decline

Chinese language programs in Minnesota are facing significant reductions in enrollment and institutional support:

- **77%** of respondents **report declining** student enrollment in their programs.
- **40%** report funding cuts.
- **9 educators** shared that their entire Chinese program had already been eliminated.



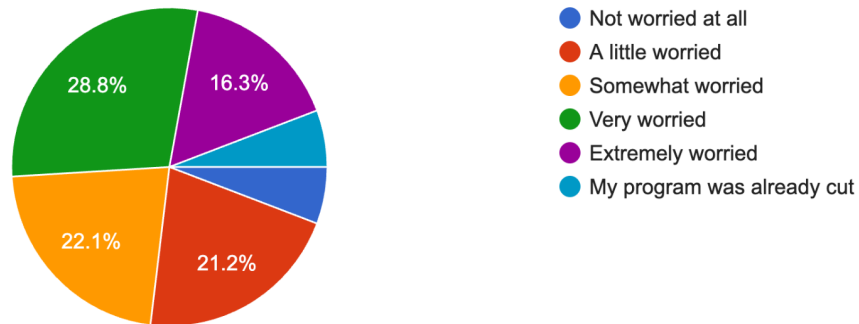
B. Job Security and Educator Retention Concerns

Data collected by survey signals a potential educator retention crisis in the field of Chinese language instruction in Minnesota.

- **67.2%** of respondents **are concerned** about the possibility of their position being reduced or eliminated within the next five years.
- **32.7%** of educators stated that they are likely to **leave the teaching profession altogether** if their current role is cut or significantly reduced.

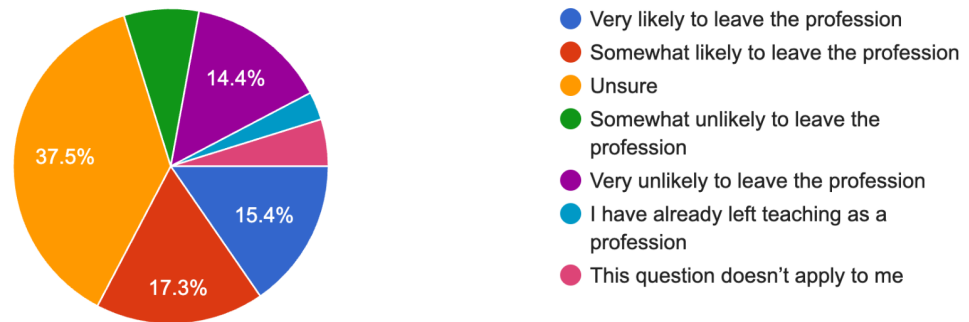
6. How worried are you about your Chinese teaching position getting cut or reduced in the next 5 years? 您对未来5年内您的中文教学职位会被削减的担忧有多少?

104 responses



7. If your Chinese teaching position gets cut or reduced in the next 5 years, what is the possibility you would leave teaching and look for other career opportunities? 学职位被削减, 您离开教师岗位并寻求其他新职业的可能性有多大?

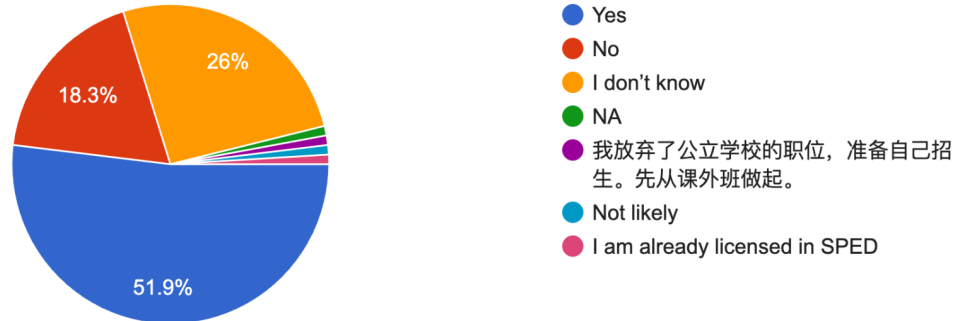
104 responses



C. Need for Licensure Support

- **51.9%** of respondents believe that obtaining a **higher-tier license (e.g., Tier 4) or an additional licensure area** could increase their chances of staying in the profession, particularly if their current Chinese teaching position is reduced or cut. This highlights the urgent need for access to alternative licensure pathways and professional advancement opportunities for Chinese language teachers.

10. Do you believe that obtaining a higher-tier teaching license (e.g., upgrading from T1/T2 to T3/T4) and/or earning an addition...3/T4) 和/或获得额外领域的资格证可以帮助您继续从事教师职业?
104 responses



D. Lack of Professional and Financial Support

Despite the growing needs, many teachers reported limited access to support. This gap between need and support significantly undermines program sustainability and teacher development.

- **43.3%** of respondents have not received any **professional development or resources** aimed at helping them grow or sustain their Chinese language programs.
- **76.9%** of respondents have never received **financial support from their districts or government** to pursue higher-tier licensure or an additional license.
- Among those **21 educators** who claimed that they did receive funding and support, **only 13** reported that the assistance they received was **effective**.

8. In the past 2 years (spring, 2023 to now), have you received any professional development or resources that aim to help you e...过任何旨在帮助您有效地发展和/或维持中文项目的专业培训或资源?
104 responses



13. In the past 2 years (spring, 2023 to now), have you already received any funding and/or participated in any program such as Mentor-Mentee...ELSB 的 Heritage World Language Teacher Cohort?
104 responses



14. (Continued with Q13) Did the funding and/or program help you successfully get the higher-tiered or additional license that you w...额外领域的教师证? (若希望分享更多细节, 请直接在“其他”中注明)
104 responses



E. Risk of Losing Highly Qualified Educators of Color

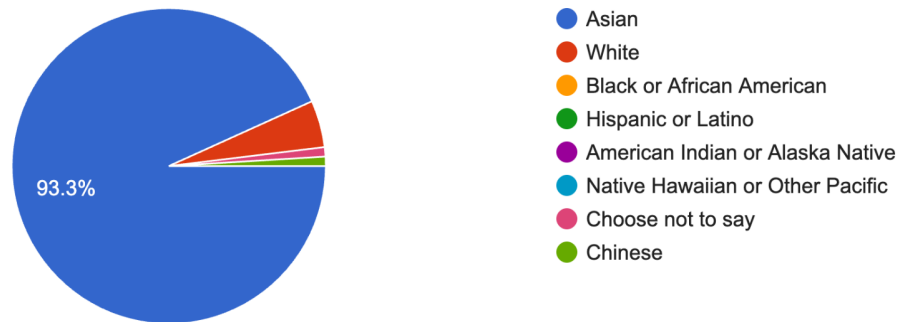
The current trajectory threatens to displace a **highly educated, experienced, and racially diverse group of teachers**:

- A significant number of Chinese language educators in Minnesota are Asian, hold Master's degrees
- **78% of respondents currently hold Tier 3 or Tier 4 licenses.**

Without timely and targeted interventions, Minnesota stands to lose a cohort of culturally and linguistically skilled educators who bring both academic expertise and diversity to the teaching workforce.

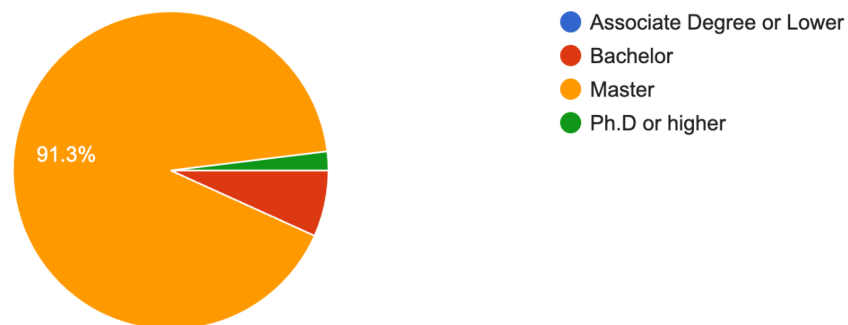
19. What is your ethnicity? 您的族裔是?

104 responses



2. Your Highest Education Degree 您的最高学历

104 responses

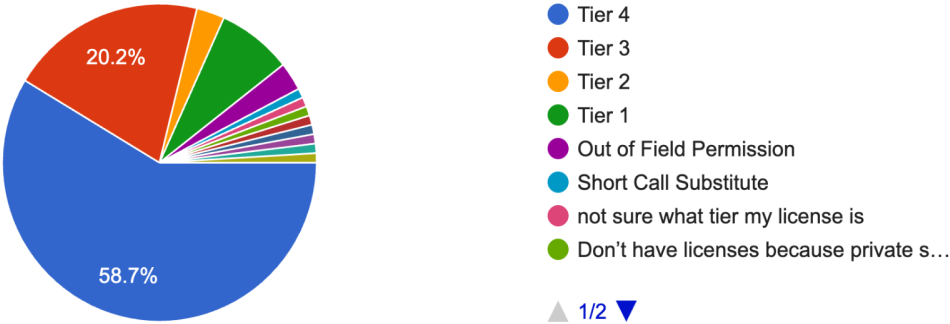




9. What is your highest Minnesota teaching license Tier Level?

您明州教师资格证的最高等级是什么?

104 responses



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