



# 2022 School Health Profiles

## TREND ANALYSIS REPORT

The School Health Profiles is a CDC-funded survey of middle and high school principals and lead health education teachers throughout the United States. In Minnesota, The Minnesota Center for Health Statistics administers this survey biennially on a statewide sample of public schools.

Profiles data is used to help state leaders and decision-makers assess gaps in policies and practices that may impact student health and academic performance.

This survey monitors the following areas:

- School health education requirements and content
- Physical education and physical activity
- Practices related to bullying and sexual harassment
- School health policies related to tobacco-use prevention and nutrition
- School-based health services
- Family engagement and community involvement
- School health coordination

## Questions and more information

For more information on School Health Profiles in Minnesota, visit: [Minnesota Department of Health: School Health Profiles Survey \(https://www.health.state.mn.us/data/mchs/surveys/schoolhealthprofiles.html\)](https://www.health.state.mn.us/data/mchs/surveys/schoolhealthprofiles.html).

For Minnesota-specific data, questions regarding the administration of the survey, or to receive this information in a different format, please contact [Health.Profiles@state.mn.us](mailto:Health.Profiles@state.mn.us).

In spring 2022, CDC used two questionnaires to collect data—one for school principals and one for lead health education teachers. CDC administered the two questionnaires online to 334 regular public schools containing any of grades 6 through 12 in Minnesota.

CDC received one or both questionnaires from 84% of eligible sampled schools. CDC received usable questionnaires from principals in 81% of schools and from lead health education teachers in 77% of schools.

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2022 School Health Profiles Report  
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
<b>School Health Coordination</b>																
Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in the following areas:																
Physical education and physical activity											46.9	48.1	43.6	No linear change	Not available	No change
Nutrition						30.8	37.0	40.7	40.8	44.3	44.6	47.4	43.9	Increased, 2008-2022	No quadratic change	No change
Tobacco-use prevention						27.7	31.9	37.6	34.5	36.2	42.9	48.7	43.3	Increased, 2008-2022	No quadratic change	No change
Alcohol- and other drug-use prevention												49.0	42.4	No linear change	Not available	No change
Chronic health conditions (e.g., asthma, food allergies)											30.2	37.5	32.8	No linear change	Not available	No change
Unintentional injury and violence prevention (safety)							25.7	32.2	28.6	31.3	31.3	38.2	34.3	Increased, 2010-2022	No quadratic change	No change
Sexual health, including HIV, other STD, and pregnancy prevention											37.3	42.4	39.3	No linear change	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that did the following activities:																
Reviewed district's local wellness policy									40.4		90.6	92.4	88.2	No linear change	Not available	No change
Helped revise district's local wellness policy											71.4	79.2	62.2	Decreased, 2018-2022	Not available	Decreased
Communicated to school staff about district's local wellness policy											83.8	85.8	80.1	No linear change	Not available	No change
Communicated to parents and families about district's local wellness policy											68.7	69.5	66.6	No linear change	Not available	No change
Communicated to students about district's local wellness policy											63.0	66.4	64.3	No linear change	Not available	No change
Measured school's compliance with district's local wellness policy											62.4	71.4	57.8	No linear change	Not available	Decreased
Developed an action plan that describes steps to meet requirements of district's local wellness policy											58.3	66.9	54.9	No linear change	Not available	Decreased

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<sup>2</sup>Based on t-test analysis, p < 0.05.

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that currently have someone who oversees or coordinates school health and safety programs and activities						87.1	85.6	86.2	88.7	85.1	89.0	90.8	87.3	No linear change	No quadratic change	No change
Percentage of schools that have one or more than one group (e.g., a school health council, committee, team) that offers guidance on the development of policies or coordinates activities on health topics						64.0	62.4	65.3	63.2	63.1	59.1	62.5	50.2	Decreased, 2008-2022	No quadratic change	Decreased
Percentage of schools that have a school health council, committee, or team that did the following activities during the past year:*																
Identified student health needs based on a review of relevant data								62.3	61.4	72.7	64.6	74.5	71.9	Increased, 2012-2022	No quadratic change	No change
Recommended new or revised health and safety policies and activities to school administrators or the school improvement team								77.7	72.3	76.0	76.5	81.4	72.3	No linear change	No quadratic change	No change

\* Among schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics.

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that have a school health council, committee, or team that did the following activities during the past year:*																
Sought funding or leveraged resources to support health and safety priorities for students and staff							63.8	68.3	71.8	69.3	76.6	62.6	No linear change	No change, 2012-2016 No change, 2016-2022	Decreased	
Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members							85.1	85.9	85.0	85.5	87.2	81.4	No linear change	No quadratic change	No change	
Reviewed health-related curricula or instructional materials							65.8	70.8	75.8	73.8	74.6	75.6	Increased, 2012-2022	No quadratic change	No change	

\* Among schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics.

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Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>
<b>Before- or After-School Programs</b>																
Percentage of schools that took any of the following actions related to before- or after-school programs:																
Included before- or after-school settings as part of the School Improvement Plan												30.1	52.3	Increased, 2020-2022	Not available	Increased
Encouraged before- or after-school program staff or leaders to participate in school health council, committee, or team meetings												43.0	39.6	No linear change	Not available	No change
Partnered with community-based organizations (e.g., Boys & Girls Clubs, YMCA, 4H Clubs) to provide students with before- or after-school programming												42.0	47.2	No linear change	Not available	No change

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Trend Analysis Report - Principal Survey

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
<b>Sexual and Gender Minority Students</b>																
Percentage of schools that have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity						22.7	27.1	33.9	33.2	39.0	47.4	56.6	60.9	Increased, 2008-2022	No quadratic change	No change
Percentage of schools with student-led clubs that support LGBT youth						22.7	27.1	33.9	33.2	39.0	47.4	56.6	60.9	Increased, 2008-2022	No quadratic change	No change
Percentage of schools that engage in the following LGBTQ youth-related practices:																
Identify "safe spaces" (e.g., a counselor's office, designated classroom, or student organization) where LGBTQ youth can receive support from administrators, teachers, or other school staff							57.6	65.5	70.7	78.1	83.3	92.1	92.3	Increased, 2010-2022	No quadratic change	No change
Prohibit harassment based on a student's perceived or actual sexual orientation or gender identity							93.0	93.7	95.8	98.9	97.2	98.2	99.3	Increased, 2010-2022	No quadratic change	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that engage in the following LGBTQ youth-related practices:																
Encourage staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity							65.0	65.1	71.2	75.9	82.4	91.4	92.3	Increased, 2010-2022	Increased, 2010-2018 Increased, 2018-2022	No change
Facilitate access to providers not on school property who have experience in providing health services, including HIV/STD testing and counseling, to LGBTQ youth							54.1	53.3	56.6	57.8	59.1	68.8	62.4	Increased, 2010-2022	No quadratic change	No change
Facilitate access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth							55.7	55.4	61.6	66.3	68.2	75.9	72.5	Increased, 2010-2022	No quadratic change	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which school staff received professional development to support lesbian, gay, bisexual, and transgender students												42.9	46.9	No linear change	Not available	No change
Percentage of schools that performed all of the following activities to communicate with parents and families												2.9	3.0	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
<b>Bullying and Sexual Harassment</b>																
Percentage of schools in which all staff received professional development on preventing, identifying, and responding to student bullying and sexual harassment, including electronic aggression									73.1	92.7	90.4	87.5	87.1	Increased, 2014-2022	Not available	No change
Percentage of schools that have a designated staff member to whom students can confidentially report student bullying and sexual harassment, including electronic aggression									93.4	97.8	96.7	98.2	95.9	No linear change	Not available	No change
Percentage of schools that use electronic, paper, or oral communication to publicize and disseminate policies, rules, or regulations on bullying and sexual harassment, including electronic aggression									95.1	97.8	96.3	96.7	98.4	No linear change	Not available	No change

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MINNESOTA

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
<b>Required Physical Education</b>																
Percentage of schools that taught required physical education in the following grades:*																
6th grade				96.7		100.0	99.5	100.0	96.1	98.1	95.3	98.9	98.9	No linear change	†	No change
7th grade				97.1		98.4	99.5	97.0	95.1	95.9	93.1	97.2	97.1	No linear change	No quadratic change	No change
8th grade				96.4		96.5	98.2	95.3	95.7	95.0	90.4	93.8	95.4	Decreased, 2004-2022	No quadratic change	No change

\* Among schools with students in that grade. The results published here for 2012 and prior years may not match previously published numbers because the manner in which these were calculated changed in 2014.

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MINNESOTA

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools that taught required physical education in the following grades:*																		
9th grade				92.5		91.9	96.8	91.2	92.9	92.9	94.6	94.5	96.7	No linear change	No quadratic change	No change		
10th grade				89.0		82.1	78.6	74.8	68.3	77.6	70.8	72.4	72.4	Decreased, 2004-2022	Decreased, 2004-2014 No change, 2014-2022	No change		
11th grade				14.2		26.3	24.3	12.9	14.7	18.2	17.3	22.6	21.5	No linear change	No quadratic change	No change		
12th grade				12.7		24.9	20.3	10.9	14.2	14.8	15.3	17.6	19.5	No linear change	No quadratic change	No change		

\* Among schools with students in that grade. The results published here for 2012 and prior years may not match previously published numbers because the manner in which these were calculated changed in 2014.

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MINNESOTA

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
<b>Physical Education and Physical Activity</b>																
Percentage of schools in which physical education teachers or specialists received professional development on physical education or physical activity during the past year									86.9	88.2	85.9	91.2	73.3	Decreased, 2014-2022	Not available	Decreased
Percentage of schools that engage in the following physical education practices:																
Provide physical education teachers with a written physical education curriculum that aligns with national standards for physical education												88.4	84.3	No linear change	Not available	No change
Require physical education teachers to follow a written physical education curriculum												83.2	69.9	Decreased, 2020-2022	Not available	Decreased
Allow the use of waivers, exemptions, or substitutions for physical education requirements for one grading period or longer												42.3	49.9	No linear change	Not available	No change

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MINNESOTA

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that engage in the following physical education practices:																
Allow teachers to exclude students from physical education to punish them for inappropriate behavior or failure to complete class work in another class												5.2	6.4	No linear change	Not available	No change
Require physical education teachers to be certified, licensed, or endorsed by the state in physical education												99.6	100.0	Increased, 2020-2022	Not available	No change
Limit physical education class sizes so that they are the same size as other subject areas												73.1	73.6	No linear change	Not available	No change
Have a dedicated budget for physical education materials and equipment												97.4	97.3	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that engage in the following physical education practices:																
Provide adapted physical education (i.e., special courses separate from regular PE courses) for students with disabilities as appropriate												98.5	98.9	No linear change	Not available	No change
Include students with disabilities in regular physical education courses as appropriate												99.6	100.0	Increased, 2020-2022	Not available	No change
Percentage of schools in which students participate in physical activity in classrooms during the school day outside of physical education								36.8	44.2	49.1	53.8	57.0	59.8	Increased, 2012-2022	No quadratic change	No change
Percentage of schools that offer opportunities for all students to be physically active during the school day, such as recess, lunchtime intramural activities, or physical activity clubs												74.3	71.8	No linear change	Not available	No change
Percentage of schools that offer interscholastic sports to students								90.2	89.5	87.1	88.4	86.3	82.4	Decreased, 2012-2022	No quadratic change	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022			
Percentage of schools that offer opportunities for students to participate in physical activity through organized physical activities or access to facilities or equipment for physical activity during the following times:																
Before the school day									58.6	56.5	61.1	70.9	67.2	Increased, 2014-2022	Not available	No change
After the school day											78.9	91.7	93.4	Increased, 2018-2022	Not available	No change
Percentage of schools that have a joint use agreement for shared use of the following school or community facilities:																
Physical activity facilities							74.2	70.8	62.9	71.5	76.8	72.7	No linear change	Decreased, 2012-2016 Increased, 2016-2022	No change	
Kitchen facilities and equipment											31.0	30.6	29.8	No linear change	Not available	No change
Gardens												16.7	18.6	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that have a written plan for providing opportunities for students to be physically active before, during, and after school												19.5	19.0	No linear change	Not available	No change
Percentage of schools that have assessed opportunities available to students to be physically active before, during, or after school												54.8	54.9	No linear change	Not available	No change
Percentage of schools that have established, implemented, and/or evaluated a Comprehensive School Physical Activity Program (CSPAP)												38.9	45.7	No linear change	Not available	No change
Percentage of schools that have the following core CSPAP elements in place:																
Required physical education and related practices												62.1	69.1	No linear change	Not available	No change
Recess or classroom physical activity												82.2	83.2	No linear change	Not available	No change
Physical activity before or after school												93.5	95.0	No linear change	Not available	No change
All three core CSPAP elements												39.6	47.4	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools that have the following process and supporting CSPAP elements in place:																		
A written plan for implementing CSPAP												19.5	19.0	No linear change	Not available	No change		
Professional development for PE teachers												91.2	73.3	Decreased, 2020-2022	Not available	Decreased		
Family engagement in PE or physical activity												72.1	64.9	No linear change	Not available	No change		
Joint use agreement for physical activity facilities												76.8	72.7	No linear change	Not available	No change		
Assessment of opportunities for student physical activity												54.8	54.9	No linear change	Not available	No change		
At least one process and supporting CSPAP element												98.9	98.0	No linear change	Not available	No change		

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
<b>Tobacco-Use Prevention Policies</b>																
Percentage of schools that have adopted a policy prohibiting tobacco use			98.4	98.6		95.8	97.1	95.5	99.0	100.0	97.8	98.1	98.7	No linear change	†	No change
Percentage of schools that follow a policy that mandates a “tobacco-free environment”			46.9	48.1		45.7	51.0	55.6	65.1	60.6	64.1	65.3	64.8	Increased, 2002-2022	No quadratic change	No change
Percentage of schools that follow a policy that mandates a “tobacco-free environment” including prohibiting electronic vapor products										54.5	63.7	65.2	64.4	Increased, 2016-2022	Not available	No change

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	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
<b>Nutrition-Related Policies and Practices</b>																
Percentage of schools that always or almost always offer fruits or non-fried vegetables at school celebrations when foods or beverages are offered				0.0		25.9	28.4	22.8	29.3	25.9	25.2	26.7	16.7	Increased, 2004-2022	†	Decreased
Percentage of schools in which students can purchase snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar			92.0			73.7	75.9	82.7	78.4	72.4	72.8	67.4	64.5	Decreased, 2002-2022	No change, 2002-2018 Decreased, 2018-2022	No change
Percentage of schools in which students can purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:																
Chocolate candy			76.5	78.7		35.0	39.1	37.7	28.3	12.0	14.6	11.0	12.2	Decreased, 2002-2022	Decreased, 2002-2012 Decreased, 2012-2022	No change
Other kinds of candy			77.5	80.7		42.4	45.0	45.6	36.2	16.0	18.7	14.9	14.7	Decreased, 2002-2022	Decreased, 2002-2012 Decreased, 2012-2022	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which students can purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:																	
Salty snacks that are not low in fat (e.g., regular potato chips)			80.7	83.9		41.7	44.8	43.0	36.6	21.3	20.5	22.2	23.4	Decreased, 2002-2022	Decreased, 2002-2018 No change, 2018-2022	No change	
Low sodium or “no added salt” pretzels, crackers, or chips									68.6	60.6	57.9	58.5	51.7	Decreased, 2014-2022	Not available	No change	
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat						43.1	47.0	50.6	43.9	26.2	21.5	26.6	24.1	Decreased, 2008-2022	No quadratic change	No change	
Ice cream or frozen yogurt that is not low in fat						16.8	20.6	22.3	19.7	10.6	11.0	10.6	7.9	Decreased, 2008-2022	No change, 2008-2012 Decreased, 2012-2022	No change	
2% or whole milk (plain or flavored)						32.9	37.5	34.7	25.2	21.4	26.7	21.5	18.2	Decreased, 2008-2022	No quadratic change	No change	
Nonfat or 1% (low-fat) milk (plain)									47.5	38.1	37.4	37.1	29.4	Decreased, 2014-2022	Not available	Decreased	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which students can purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:																	
Water ices or frozen slushes that do not contain juice						14.7	19.4	16.0	17.9	18.4	13.9	17.2	17.9	No linear change	No quadratic change	No change	
Soda pop or fruit drinks that are not 100% juice						45.7	41.5	42.0	32.9	19.3	23.4	17.6	15.8	Decreased, 2008-2022	No quadratic change	No change	
Sports drinks (e.g., Gatorade)						62.0	66.1	64.4	59.1	45.5	46.9	39.7	43.1	Decreased, 2008-2022	No quadratic change	No change	
Energy drinks (e.g., Red Bull, Monster)									1.8	0.7	4.8	3.6	5.0	Increased, 2014-2022	Not available	No change	
Plain water, with or without carbonation											69.9	63.9	60.4	Decreased, 2018-2022	Not available	No change	
Calorie-free, flavored water, with or without carbonation											51.9	52.2	50.0	No linear change	Not available	No change	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which students can purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:																
100% fruit or vegetable juice									62.4	58.0	50.5	49.1	42.7	Decreased, 2014-2022	Not available	No change
Foods or beverages containing caffeine						40.0	45.4	39.7	34.5	21.6	26.1	21.5	18.7	Decreased, 2008-2022	No quadratic change	No change
Fruits (not fruit juice)						32.3	39.9	40.2	41.7	33.5	34.4	34.5	23.2	Decreased, 2008-2022	Increased, 2008-2012 Decreased, 2012-2022	Decreased
Non-fried vegetables (not vegetable juice)						19.4	22.4	27.9	28.5	26.1	24.2	24.3	18.5	No linear change	Increased, 2008-2014 Decreased, 2014-2022	No change
Percentage of schools that do not sell less healthy foods and beverages (soda pop or fruit drinks, sports drinks, baked goods, salty snacks, candy)			8.7	0.0		29.7	25.7	24.2	29.9	43.5	45.8	49.5	47.3	Increased, 2002-2022	†	No change
Percentage of schools that do not sell expanded list of less healthy foods and beverages			8.7			27.7	24.6	18.5	29.9	42.3	44.3	48.4	46.9	Increased, 2002-2022	No quadratic change	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

† Analysis cannot be conducted when prevalence estimates of 0% or 100% are present.

## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that have done any of the following during the current school year:																
Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages						21.6	19.0	17.0	18.2	17.4	14.5	22.1	18.0	No linear change	No quadratic change	No change
Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating						55.1	60.6	60.6	52.2	51.3	45.8	49.9	41.4	Decreased, 2008-2022	No quadratic change	No change
Provided information to students or families on the nutrition and caloric content of foods available						48.1	54.7	53.3	63.8	59.3	63.9	68.3	60.5	Increased, 2008-2022	Increased, 2008-2014 No change, 2014-2022	No change
Conducted taste tests to determine food preferences for nutritious items						25.5	28.2	38.3	38.1	42.6	43.4	45.1	26.1	Increased, 2008-2022	Increased, 2008-2018 Decreased, 2018-2022	Decreased
Served locally or regionally grown foods in the cafeteria or classrooms								60.7	64.7	64.5	66.0	68.0	59.5	No linear change	No change, 2012-2018 No change, 2018-2022	Decreased
Planted a school food or vegetable garden								25.5	27.3	31.8	31.9	35.6	35.7	Increased, 2012-2022	No quadratic change	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.



MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that have done any of the following during the current school year:																
Placed fruits and vegetables near the cafeteria cashier, where they are easy to access							75.8	77.5	78.6	78.0	82.4	78.4	No linear change	No quadratic change	No change	
Used attractive displays for fruits and vegetables in the cafeteria							67.7	76.1	76.1	77.8	77.7	68.1	No linear change	Increased, 2012-2018 Decreased, 2018-2022	Decreased	
Offered a self-serve salad bar to students							67.6	69.6	73.4	73.6	68.6	61.3	No linear change	No change, 2012-2018 Decreased, 2018-2022	No change	
Encouraged students to drink plain water								85.8	85.9	84.3	89.5	90.4	Increased, 2014-2022	Not available	No change	
Prohibited school staff from giving students food or food coupons as a reward for good behavior or good academic performance								26.0	35.9	40.2	42.2	36.9	Increased, 2014-2022	Not available	No change	
Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes								26.1	44.2	46.1	49.4	40.1	Increased, 2014-2022	Not available	Decreased	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in the following locations:																	
In school buildings						65.3	67.9	62.8	69.9	66.4	69.6	68.9	65.7	No linear change	No quadratic change	No change	
On school grounds including on the outside of the school building, on playing fields, or other areas of the campus						60.2	59.9	48.4	59.5	59.3	60.7	63.3	59.3	No linear change	No quadratic change	No change	
On school buses or other vehicles used to transport students						73.7	74.1	69.2	77.3	71.3	71.8	72.1	70.2	No linear change	No quadratic change	No change	
In school publications (e.g., newsletters, newspapers, web sites, other school publications)						66.6	68.8	58.4	68.9	69.5	64.8	66.7	63.9	No linear change	No quadratic change	No change	
In curricula or other educational materials (including assignment books, school supplies, book covers, and electronic media)									70.1	67.2	68.1	66.2	65.3	No linear change	Not available	No change	
Percentage of schools that permit students to have a drinking water bottle with them during the school day									96.7	96.2	94.7	98.2	99.3	98.8	Increased, 2012-2022	No quadratic change	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that permit students to have a drinking water bottle with them in either all locations or certain locations during the school day								96.7	96.2	94.7	98.2	99.3	98.8	Increased, 2012-2022	No quadratic change	No change
Percentage of schools that offer a free source of drinking water in the following locations:*																
Cafeteria during breakfast									91.6	94.6	91.5	96.2	94.7	No linear change	Not available	No change
Cafeteria during lunch									92.4	95.0	91.1	96.2	96.0	No linear change	Not available	No change
Gymnasium or other indoor physical activity facilities									95.6	95.9	97.7	98.2	96.3	No linear change	Not available	No change
Outdoor physical activity facilities and sports fields									65.8	68.5	70.6	71.7	75.5	Increased, 2014-2022	Not available	No change
Hallways throughout the school									99.7	99.2	99.6	100.0	100.0	Increased, 2014-2022	Not available	¶

\* Among schools with that location.

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

¶ Analysis cannot be conducted when response rates are 100% for a census or 2020 and 2022 prevalence estimates are both 0% or 100%.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
<b>Health Services</b>																
Percentage of schools that have a full-time registered nurse who provides health services to students						38.4	41.4	48.2	54.1	53.6	55.8	63.4	70.7	Increased, 2008-2022	No quadratic change	No change
Percentage of schools that have a part-time registered nurse who provides health services to students										48.6	54.5	53.3	52.6	No linear change	Not available	No change
Percentage of schools that have a school-based health center that offers health services to students										25.3	25.1	25.4	25.0	No linear change	Not available	No change
Percentage of schools that provide the following services to students:																
HIV testing								3.1	0.7	2.1	1.2	2.1	3.3	No linear change	No quadratic change	No change
HIV treatment									0.7	1.7	1.6	1.2	1.3	No linear change	Not available	No change
STD testing									1.4	2.5	2.0	2.8	4.7	Increased, 2014-2022	Not available	No change
STD treatment									1.4	2.5	1.6	2.4	3.5	No linear change	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that provide the following services to students:																
Pregnancy testing							3.1	4.5	4.5	3.9	3.6	6.3	No linear change	No quadratic change	No change	
Provision of condoms							4.0	2.1	2.9	3.2	4.4	7.1	Increased, 2012-2022	No change, 2012-2016 Increased, 2016-2022	No change	
Provision of condom-compatible lubricants (i.e., water- or silicone-based)								1.4	2.1	2.0	2.8	4.2	Increased, 2014-2022	Not available	No change	
Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])							2.7	1.8	1.7	1.6	2.7	2.9	No linear change	No quadratic change	No change	
Prenatal care							5.3	2.8	2.9	1.9	3.2	3.3	No linear change	No quadratic change	No change	
Human papillomavirus (HPV) vaccine administration							2.4	2.1	3.2	1.2	2.3	1.8	No linear change	No quadratic change	No change	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools that provide the following services to students:																		
Assessment for alcohol or other drug use, abuse, or dependency											13.7	17.2	15.9	No linear change	Not available	No change		
Daily medication administration for students with chronic health conditions (e.g., asthma, diabetes)											88.2	86.7	92.1	No linear change	Not available	Increased		
Stock rescue or “as needed” medication for any student experiencing a health emergency (e.g., asthma episode, severe allergic reaction)											75.1	74.0	80.5	No linear change	Not available	No change		
Case management for students with chronic health conditions (e.g., asthma, diabetes)											73.8	79.0	84.4	Increased, 2018-2022	Not available	No change		
Percentage of schools that provide sexual health services to students								100.0	5.3	5.7	4.4	5.3	7.9	Decreased, 2012-2022	†	No change		

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

† Analysis cannot be conducted when prevalence estimates of 0% or 100% are present.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for the following services:																		
HIV testing							54.9	56.5	37.0	36.3	37.9	37.5	Decreased, 2012-2022	Decreased, 2012-2018 No change, 2018-2022	No change			
HIV treatment								54.3	41.6	44.1	43.8	37.3	Decreased, 2014-2022	Not available	No change			
nPEP (non-occupational post-exposure prophylaxis for HIV--a short course of medication given within 72 hours of exposure to infectious bodily fluids from a person known to be HIV positive)									37.6	42.7	41.8	33.2	No linear change	Not available	Decreased			
PrEP (pre-exposure prophylaxis for HIV—medication taken daily to prevent HIV infection for those at substantial risk for HIV)											41.5	33.7	No linear change	Not available	No change			
STD testing								58.9	40.5	37.0	39.5	41.6	Decreased, 2014-2022	Not available	No change			
STD treatment								56.8	37.8	36.4	37.9	41.2	Decreased, 2014-2022	Not available	No change			

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020			
Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for the following services:															
Pregnancy testing							62.3	60.2	44.1	39.9	43.3	44.1	Decreased, 2012-2022	Decreased, 2012-2018 No change, 2018-2022	No change
Provision of condoms							38.3	45.4	31.8	32.1	36.6	32.3	Decreased, 2012-2022	No quadratic change	No change
Provision of condom-compatible lubricants (i.e., water- or silicone-based)								42.6	28.6	28.8	34.0	29.6	Decreased, 2014-2022	Not available	No change
Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])							40.7	46.0	32.4	32.1	35.9	33.6	Decreased, 2012-2022	No quadratic change	No change
Prenatal care							56.7	57.6	42.2	36.9	41.5	43.3	Decreased, 2012-2022	Decreased, 2012-2018 No change, 2018-2022	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.



MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for the following services:																	
Human papillomavirus (HPV) vaccine administration							44.5	51.4	44.6	44.8	44.9	38.2	Decreased, 2012-2022	No quadratic change	No change		
Alcohol or other drug abuse treatment										64.7	64.2	63.3	No linear change	Not available	No change		
Percentage of schools that provide health service referrals to students							100.0	62.3	53.4	50.4	51.3	46.4	Decreased, 2012-2022	†	No change		
Percentage of schools that have a protocol that ensures students with a chronic condition that may require daily or emergency management (e.g., asthma, diabetes, food allergies) are enrolled in private, state, or federally funded insurance programs if eligible								58.0	66.8	64.7	70.5	66.4	Increased, 2014-2022	Not available	No change		

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

† Analysis cannot be conducted when prevalence estimates of 0% or 100% are present.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools that routinely use school records to identify and track students with a current diagnosis of the following chronic conditions:																	
Asthma									97.6	96.2	95.3	99.3	97.5	No linear change	Not available	No change	
Food allergies									96.2	96.9	96.4	99.3	97.2	No linear change	Not available	No change	
Diabetes									96.9	96.2	95.3	98.9	96.7	No linear change	Not available	No change	
Epilepsy or seizure disorder									97.6	95.1	96.0	99.3	96.7	No linear change	Not available	Decreased	
Obesity									40.0	28.6	30.6	28.9	29.1	Decreased, 2014-2022	Not available	No change	
Hypertension/high blood pressure									68.4	65.9	56.1	58.3	55.9	Decreased, 2014-2022	Not available	No change	
Oral health condition (e.g., abscess, tooth decay)											38.5	37.9	36.8	No linear change	Not available	No change	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

**MINNESOTA**  
**2022 School Health Profiles Report**  
**Trend Analysis Report - Principal Survey**

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020			
Percentage of schools that provide referrals to any organizations or health care professionals not on school property for students diagnosed with or suspected to have the following chronic conditions:															
Asthma								70.3	57.4	56.5	55.4	53.6	Decreased, 2014-2022	Not available	No change
Food allergies								69.6	55.4	54.0	54.8	52.9	Decreased, 2014-2022	Not available	No change
Diabetes								69.5	55.1	54.7	53.2	54.3	Decreased, 2014-2022	Not available	No change
Epilepsy or seizure disorder								68.8	56.3	55.4	54.4	54.8	Decreased, 2014-2022	Not available	No change
Obesity								58.9	43.2	41.8	40.9	41.6	Decreased, 2014-2022	Not available	No change
Hypertension/high blood pressure								65.1	49.4	48.4	48.6	47.7	Decreased, 2014-2022	Not available	No change
Oral health condition (e.g., abscess, tooth decay)										51.0	52.2	53.8	No linear change	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which any staff received professional development on the following topics during the past two years:																		
Basic sexual health overview including community-specific information about STD, HIV, and unplanned pregnancy rates and prevention strategies												36.9	26.8	Decreased, 2020-2022	Not available	Decreased		
Sexual health services that adolescents should receive												34.9	25.6	Decreased, 2020-2022	Not available	Decreased		
Laws and policies related to adolescent sexual health services, such as minor consent for sexual health services												36.8	32.0	No linear change	Not available	No change		
Importance of maintaining student confidentiality for sexual health services												46.4	39.6	No linear change	Not available	No change		
How to create or use a student referral guide for sexual health services												25.4	21.4	No linear change	Not available	No change		

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which any staff received professional development on the following topics during the past two years:																
How to make successful referrals of students to sexual health services												29.0	25.6	No linear change	Not available	No change
Best practices for adolescent sexual health services provision, such as making services youth-friendly												29.7	26.3	No linear change	Not available	No change
Ensuring sexual health services are inclusive of lesbian, gay, bisexual, and transgender students												37.0	31.6	No linear change	Not available	No change
Percentage of schools in which any staff received professional development on all 8 sexual health services												20.3	14.6	No linear change	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Principal Survey

#### Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>
<b>Family and Community Involvement</b>																
Percentage of schools that have done any of the following activities during the current school year:																
Provided parents with information to support parent-adolescent communication about sex										31.8		27.3	14.6	Decreased, 2016-2022	Not available	Decreased
Provided parents with information to support parent-adolescent communication about topics other than sex												47.1	37.7	Decreased, 2020-2022	Not available	Decreased
Provided parents with information about how to monitor their teen									56.6	55.8	55.2	43.7	36.5	Decreased, 2014-2022	Not available	No change
Provided parents with information to support one-on-one time between adolescents and their health care providers												18.1	22.6	No linear change	Not available	No change
Provided parents with information about physical education and physical activity programs												69.4	62.1	No linear change	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that have done any of the following activities during the current school year:																
Involved parents as school volunteers in the delivery of health education activities and services									30.8	20.8	25.2	23.5	21.4	No linear change	Not available	No change
Involved parents as school volunteers in physical education or physical activity programs												27.0	24.8	No linear change	Not available	No change
Linked parents and families to health services and programs in the community									75.1	69.2	72.9	67.3	67.1	Decreased, 2014-2022	Not available	No change
Provided disease-specific education for parents and families of students with chronic health conditions (e.g., asthma, diabetes)											38.5	38.9	35.6	No linear change	Not available	No change
Provided parents with information about before- or after-school programs available in the community												73.5	76.8	No linear change	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that implement any of the following school-based positive youth development programs:																
Service-learning programs, that is, community service designed to meet specific learning objectives												54.5	49.3	No linear change	Not available	No change
Mentoring programs, that is, programs in which family or community members serve as role models to students or mentor students												48.0	41.2	No linear change	Not available	No change
Percentage of schools that connect students to any of the following community-based positive youth development programs:																
Service-learning programs, that is, community service designed to meet specific learning objectives												53.7	40.8	Decreased, 2020-2022	Not available	Decreased
Mentoring programs, that is, programs in which family or community members serve as role models to students or mentor students												53.8	46.2	No linear change	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.



MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools with service-learning and mentoring programs												73.2	67.7	No linear change	Not available	No change
Percentage of schools in which students' families helped develop or implement policies and programs related to school health during the past two years									42.9	42.6	44.0	38.7	34.9	Decreased, 2014-2022	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence													Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022			
<b>Required Health Education</b>																
Percentage of schools in which students take only one required health education course	28.3	32.4	25.8	25.9		22.0	18.7	19.8	18.2	18.8	11.9	16.6	21.6	Decreased, 1998-2022	No quadratic change	No change
Percentage of schools in which students take two or more required health education courses	66.0	65.5	68.9	68.4		67.0	74.2	76.0	78.1	76.7	86.0	82.3	75.6	Increased, 1998-2022	No quadratic change	No change
Percentage of schools that taught a required health education course in the following grades:*																
6th grade	61.3	66.6	54.6	54.0		43.2	46.4	39.1	40.5	39.9	46.9	44.1	49.5	Decreased, 1998-2022	Decreased, 1998-2014 No change, 2014-2022	No change
7th grade	60.2	68.3	65.8	65.9		60.4	66.0	61.7	69.3	66.7	69.3	71.1	72.2	Increased, 1998-2022	No quadratic change	No change
8th grade	69.8	77.8	74.6	71.4		65.5	71.9	63.1	68.2	65.4	68.5	73.9	69.1	No linear change	No quadratic change	No change

\* The 2008-2022 results published here may differ slightly from the 2008-2022 results published in site reports. This is because the site reports excluded data from schools that do not contain the grade in the question. Because grade information is not available in a consistent format for all years, data from these schools are included in the trend analysis.

<sup>1</sup>Based on trend analyses using a logistic regression model,  $p < 0.05$ .

<sup>2</sup>Based on t-test analysis,  $p < 0.05$ .

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence													Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022			
Percentage of schools that taught a required health education course in the following grades:*																
9th grade	48.5	51.8	43.0	42.9		47.3	49.1	40.8	48.5	44.4	44.0	46.3	48.4	No linear change	No quadratic change	No change
10th grade	84.3	82.6	82.5	79.6		71.3	71.2	69.8	68.2	75.3	67.6	78.5	70.6	Decreased, 1998-2022	Decreased, 1998-2012 No change, 2012-2022	No change
11th grade	16.5	18.6	9.4	14.3		22.3	15.9	9.8	9.2	11.2	10.5	8.5	11.5	Decreased, 1998-2022	No quadratic change	No change
12th grade	9.1	10.1	6.3	11.1		18.1	10.4	5.8	6.7	8.0	6.4	7.8	10.4	No linear change	No quadratic change	No change

\* The 2008-2022 results published here may differ slightly from the 2008-2022 results published in site reports. This is because the site reports excluded data from schools that do not contain the grade in the question. Because grade information is not available in a consistent format for all years, data from these schools are included in the trend analysis.

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which those who teach health education are provided with the following materials:																		
Goals, objectives, and expected outcomes for health education						83.4	72.5	83.6	83.2	82.7	81.2	82.2	78.0	No linear change	No quadratic change	No change		
A chart describing the annual scope and sequence of instruction for health education						60.5	56.9	64.7	64.3	68.5	60.2	67.6	58.6	No linear change	No quadratic change	Decreased		
Plans for how to assess student performance in health education						61.2	55.8	60.4	64.7	69.0	60.4	63.5	64.1	No linear change	No quadratic change	No change		
A written health education curriculum						68.9	66.2	67.7	67.4	70.5	64.4	59.6	64.1	No linear change	No quadratic change	No change		

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which the health education curriculum addresses the following skills:																	
Comprehending concepts related to health promotion and disease prevention to enhance health						92.4	90.2	95.8	96.4	95.9	98.2	98.4	96.1	Increased, 2008-2022	No quadratic change	No change	
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors						92.1	91.5	93.9	96.0	94.6	97.5	98.4	95.7	Increased, 2008-2022	No quadratic change	No change	
Accessing valid information and products and services to enhance health						81.7	81.6	85.5	93.5	92.4	94.5	96.4	94.1	Increased, 2008-2022	No quadratic change	No change	
Using interpersonal communication skills to enhance health and avoid or reduce health risks						90.1	89.9	92.5	94.9	95.0	97.2	98.0	96.9	Increased, 2008-2022	No quadratic change	No change	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which the health education curriculum addresses the following skills:																
Using decision-making skills to enhance health						93.4	93.8	96.1	97.8	96.7	97.5	98.4	97.3	Increased, 2008-2022	No quadratic change	No change
Using goal-setting skills to enhance health						88.3	86.6	94.7	94.6	92.2	95.6	97.2	96.4	Increased, 2008-2022	No quadratic change	No change
Practicing health-enhancing behaviors to avoid or reduce risks						92.7	90.7	95.5	97.1	96.7	97.8	98.4	96.4	Increased, 2008-2022	No quadratic change	No change
Advocating for personal, family, and community health						85.5	84.6	90.1	93.4	93.0	93.9	94.1	94.1	Increased, 2008-2022	No quadratic change	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which those who teach sexual health education are provided with each of the following materials:																
An approved health education scope and sequence that includes learning objectives, outcomes, and content to guide sexual health education instruction												64.4	66.2	No linear change	Not available	No change
A written health education curriculum that includes objectives and content addressing sexual health education									66.6	70.1	64.5	62.7	68.7	No linear change	Not available	No change
Teacher pacing guides for sexual health education (i.e., schedules that regulate a teacher's pace of the unit or curriculum)												41.2	49.6	No linear change	Not available	No change
Teaching resources (e.g., lesson plans, handouts) to support sexual health education instruction												67.5	70.6	No linear change	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which those who teach sexual health education are provided with each of the following materials:																
Strategies that are age-appropriate, relevant, and actively engage students in learning									72.2	74.9	64.8	71.5	71.7	No linear change	Not available	No change
Methods to assess student knowledge and skills related to sexual health education									68.2	72.6	62.3	68.1	69.7	No linear change	Not available	No change
Percentage of schools in which health education instruction is required in any of grades 6 through 12							91.4	94.9	95.0	95.3	98.6	99.6	97.7	Increased, 2010-2022	No quadratic change	No change
Percentage of schools in which teachers tried to increase student knowledge on the following topics in a required course in any of grades 6 through 12 during the current school year:																
Alcohol- or other drug-use prevention						95.9	92.9	96.9	96.8	97.5	97.9	98.4	97.2	Increased, 2008-2022	No quadratic change	No change
Asthma						42.6	43.9	50.5	51.0	48.9	48.3	50.6	50.5	Increased, 2008-2022	No quadratic change	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.



## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which teachers tried to increase student knowledge on the following topics in a required course in any of grades 6 through 12 during the current school year:																
Chronic disease prevention										89.7	89.0	90.6	90.2	No linear change	Not available	No change
Epilepsy or seizure disorder									40.3	43.0	39.8	46.0	44.0	No linear change	Not available	No change
Food allergies									56.0	59.6	57.0	66.4	58.8	No linear change	Not available	No change
Foodborne illness prevention						67.9	63.3	69.6	69.0	68.5	61.3	68.5	68.2	No linear change	No quadratic change	No change
Human immunodeficiency virus (HIV) prevention						90.6	91.2	93.7	93.8	94.3	94.8	92.6	91.0	No linear change	Increased, 2008-2018 No change, 2018-2022	No change
Human sexuality						90.3	93.2	93.5	91.9	93.2	90.1	93.4	88.2	No linear change	No quadratic change	Decreased

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which teachers tried to increase student knowledge on the following topics in a required course in any of grades 6 through 12 during the current school year:																		
Infectious disease prevention (e.g., influenza [flu] or COVID-19 prevention)							83.9	86.1	78.8	83.0	89.1	85.8	No linear change	No quadratic change	No change			
Injury prevention and safety					84.0	78.5	87.2	86.5	82.5	87.5	85.7	88.0	Increased, 2008-2022	No quadratic change	No change			
Mental and emotional health					95.2	89.1	95.6	94.7	95.2	97.3	98.9	99.1	Increased, 2008-2022	No change, 2008-2014 Increased, 2014-2022	No change			
Nutrition and dietary behavior					94.2	94.3	98.3	98.1	97.8	97.6	97.5	96.0	No linear change	Increased, 2008-2012 No change, 2012-2022	No change			
Physical activity and fitness					97.9	96.2	99.2	99.3	98.9	98.6	99.6	98.7	No linear change	No quadratic change	No change			

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which teachers tried to increase student knowledge on the following topics in a required course in any of grades 6 through 12 during the current school year:																
Pregnancy prevention						87.8	84.3	91.9	90.2	89.0	90.3	91.3	89.7	No linear change	No quadratic change	No change
Sexually transmitted disease (STD) prevention						90.2	90.7	94.6	94.2	93.8	93.6	94.2	91.8	No linear change	No change, 2008-2012 No change, 2012-2022	No change
Suicide prevention						81.6	77.4	85.6	85.0	87.0	89.0	95.7	92.5	Increased, 2008-2022	No quadratic change	No change
Tobacco-use prevention or cessation						94.5	94.6	96.4	96.0	98.3	98.4	98.8	96.2	Increased, 2008-2022	No quadratic change	No change
Violence prevention (e.g., bullying, fighting, dating violence prevention)						88.1	83.0	93.9	95.8	92.9	93.8	94.8	97.0	Increased, 2008-2022	No quadratic change	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which teachers taught the following tobacco-use prevention or cessation topics in a required course for students in any of grades 6 through 12 during the current school year:																	
Identifying tobacco products and the harmful substances they contain						86.4	89.8	92.3	93.0	95.8	94.6	96.3	94.1	Increased, 2008-2022	No quadratic change	No change	
Identifying short- and long-term health consequences of tobacco product use						89.2	91.0	93.3	94.5	97.0	96.0	96.7	94.9	Increased, 2008-2022	No quadratic change	No change	
Identifying social, economic, and cosmetic consequences of tobacco product use						82.5	86.1	86.8	91.3	93.5	89.3	91.9	86.9	Increased, 2008-2022	Increased, 2008-2016 Decreased, 2016-2022	No change	
Understanding the addictive nature of nicotine						87.7	90.4	90.8	93.4	95.7	95.7	96.6	94.9	Increased, 2008-2022	No quadratic change	No change	
Effects of nicotine on the adolescent brain										85.8	87.0	93.1	94.6	Increased, 2016-2022	Not available	No change	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which teachers taught the following tobacco-use prevention or cessation topics in a required course for students in any of grades 6 through 12 during the current school year:																
Effects of tobacco product use on athletic performance						76.2	74.6	83.9	81.2	86.4	82.7	86.1	84.9	Increased, 2008-2022	No quadratic change	No change
Effects of second-hand smoke and benefits of a smoke-free environment						86.0	89.5	89.9	92.4	94.7	90.5	92.8	91.2	Increased, 2008-2022	Increased, 2008-2016 No change, 2016-2022	No change
Understanding the social influences on tobacco product use, including media, family, peers and culture						86.4	85.1	87.9	91.9	92.3	92.6	93.9	92.5	Increased, 2008-2022	No quadratic change	No change
Identifying reasons why students do and do not use tobacco products						86.5	83.8	89.0	91.6	92.5	94.2	93.4	92.5	Increased, 2008-2022	No quadratic change	No change
Making accurate assessments of how many peers use tobacco products						64.7	58.3	68.1	68.5	73.9	72.4	79.8	77.8	Increased, 2008-2022	No quadratic change	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

#### Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>
Percentage of schools in which teachers taught the following tobacco-use prevention or cessation topics in a required course for students in any of grades 6 through 12 during the current school year:																
Using interpersonal communication skills to avoid tobacco product use (e.g., refusal skills, assertiveness)						81.8	84.6	85.4	90.1	92.5	90.4	94.7	89.9	Increased, 2008-2022	No quadratic change	No change
Using goal-setting and decision-making skills related to not using tobacco products						81.1	82.8	82.6	85.3	89.7	83.2	88.8	85.4	Increased, 2008-2022	No quadratic change	No change
Finding valid information and services related to tobacco-use prevention and cessation						70.9	66.3	70.1	72.3	80.0	83.1	86.6	80.4	Increased, 2008-2022	No quadratic change	No change
Supporting others who abstain from or want to quit using tobacco products						71.8	67.1	71.8	75.1	76.0	76.1	84.4	79.8	Increased, 2008-2022	No quadratic change	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which teachers taught the following tobacco-use prevention or cessation topics in a required course for students in any of grades 6 through 12 during the current school year:																		
Identifying harmful effects of tobacco product use on fetal development						81.4	80.7	78.2	84.0	84.5	80.6	83.4	80.3	No linear change	No quadratic change	No change		
Relationship between using tobacco products and alcohol or other drugs									90.1	91.6	91.9	92.0	89.0	No linear change	Not available	No change		
How addiction to tobacco products can be treated									82.6	81.5	84.1	90.1	86.8	Increased, 2014-2022	Not available	No change		
Understanding school policies and community laws related to the sale and use of tobacco products									78.6	78.7	82.3	89.3	86.1	Increased, 2014-2022	Not available	No change		
Benefits of tobacco product cessation programs									64.0	62.7	62.9	70.0	68.0	No linear change	Not available	No change		
Percentage of schools that taught all 19 tobacco-use prevention topics during the current school year												46.3	60.7	53.9	No linear change	Not available	No change	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which teachers taught about the following tobacco products in a required course for students in any of grades 6 through 12 during the current school year:																		
Cigarettes												95.9	95.8	No linear change	Not available	No change		
Smokeless tobacco (e.g., chewing tobacco, snuff, dip, snus, dissolvable tobacco)												93.1	91.9	No linear change	Not available	No change		
Cigars, little cigars, or cigarillos												80.7	78.7	No linear change	Not available	No change		
Pipes												74.6	73.1	No linear change	Not available	No change		
Electronic vapor products (e.g., e-cigarettes, vapes, vape pens, e-hookahs, mods, or brands such as JUUL)												97.2	96.2	No linear change	Not available	No change		

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.



MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which teachers taught each of the following alcohol- and other drug-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year:																		
Differences between proper use and abuse of over-the-counter medicines and prescription medicines												92.2	92.6	No linear change	Not available	No change		
Harmful short- and long-term physical, psychological, and social effects of using alcohol and other drugs												96.3	94.6	No linear change	Not available	No change		
Situations that lead to the use of alcohol and other drugs												94.6	93.5	No linear change	Not available	No change		
Alcohol and other drug use as an unhealthy way to manage weight												71.1	69.8	No linear change	Not available	No change		

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which teachers taught each of the following alcohol- and other drug-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year:																		
Identifying reasons why individuals choose to use or not to use alcohol and other drugs												94.6	93.2	No linear change	Not available	No change		
Using interpersonal communication skills to avoid alcohol and other drug use (e.g., refusal skills, assertiveness)												93.9	92.0	No linear change	Not available	No change		
Supporting others who abstain from or want to quit using alcohol and other drugs												88.1	85.2	No linear change	Not available	No change		
Understanding the social influences on alcohol and other drug use, including media, family, peers, and culture												95.0	94.2	No linear change	Not available	No change		
How to persuade and support others to be alcohol and other drug free												87.9	86.0	No linear change	Not available	No change		

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 6, 7, or 8 during the current school year:																		
How HIV and other STDs are transmitted						85.0	82.5	77.7	78.5	80.2	73.7	76.9	70.5	Decreased, 2008-2022	No quadratic change	No change		
Health consequences of HIV, other STDs, and pregnancy						86.5	75.5	73.9	78.8	77.8	70.9	78.2	68.6	Decreased, 2008-2022	No quadratic change	Decreased		
The benefits of being sexually abstinent						83.4	87.7	81.8	83.8	83.8	78.9	82.7	77.1	No linear change	No quadratic change	No change		
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						69.8	64.8	58.8	65.5	65.2	64.8	70.5	63.2	No linear change	No quadratic change	No change		

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 6, 7, or 8 during the current school year:																		
The influences of family, peers, media, technology, and other factors on sexual risk behaviors									81.9	76.9	72.9	78.1	69.1	Decreased, 2014-2022	Not available	No change		
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						75.0	68.1	65.3	73.0	74.5	65.1	69.9	66.2	No linear change	No quadratic change	No change		
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						74.3	73.3	67.6	74.0	71.0	65.6	74.9	62.1	Decreased, 2008-2022	No quadratic change	Decreased		
Influencing and supporting others to avoid or reduce sexual risk behaviors									73.8	75.0	66.9	69.5	66.7	No linear change	Not available	No change		

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 6, 7, or 8 during the current school year:																		
Efficacy of condoms, that is, how well condoms work and do not work						49.4	45.5	47.9	47.7	44.0	59.5	49.4	No linear change	No quadratic change	No change			
The importance of using condoms consistently and correctly						41.6	36.1	37.3	39.2	39.7	51.4	44.3	No linear change	No quadratic change	No change			
How to obtain condoms						29.3	21.6	25.7	29.8	30.2	38.1	33.3	Increased, 2010-2022	No quadratic change	No change			
How to correctly use a condom						20.8	15.6	22.3	20.5	27.6	28.9	31.8	Increased, 2010-2022	No quadratic change	No change			
Methods of contraception other than condoms										46.4	42.6	55.1	45.2	No linear change	Not available	No change		

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 6, 7, or 8 during the current school year:																		
The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy							29.4	40.8	42.8	42.0	51.1	46.1	Increased, 2012-2022	No quadratic change	No change			
How to create and sustain healthy and respectful relationships							76.2	79.9	85.8	81.0	83.3	79.8	No linear change	No quadratic change	No change			
The importance of limiting the number of sexual partners								63.9	67.1	65.4	68.8	60.4	No linear change	Not available	No change			
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health								62.1	64.6	58.9	68.4	57.4	No linear change	Not available	Decreased			
How to communicate sexual consent between partners											58.2	58.9	No linear change	Not available	No change			

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 6, 7, or 8 during the current school year:																		
Recognizing and responding to sexual victimization and violence												63.0	57.1	No linear change	Not available	No change		
Diversity of sexual orientations and gender identities												51.5	43.5	No linear change	Not available	No change		
How gender roles and stereotypes affect goals, decision making, and relationships												57.5	53.8	No linear change	Not available	No change		
The relationship between alcohol and other drug use and sexual risk behaviors											75.5	78.4	72.3	No linear change	Not available	No change		
Percentage of schools that taught all 22 HIV, other STD, and pregnancy prevention topics in any of grades 6, 7, or 8 during the current school year												22.9	21.5	No linear change	Not available	No change		

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:																	
How HIV and other STDs are transmitted						96.6	96.0	94.2	95.6	93.9	93.0	92.2	Decreased, 2010-2022	No quadratic change	No change		
Health consequences of HIV, other STDs, and pregnancy						93.9	95.9	94.2	96.5	93.5	93.0	91.6	No linear change	No quadratic change	No change		
The benefits of being sexually abstinent						89.8	97.3	97.7	94.7	96.6	94.1	93.0	No linear change	Increased, 2008-2012 Decreased, 2012-2022	No change		
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						83.8	89.5	90.7	86.6	93.1	92.2	92.3	90.0	Increased, 2008-2022	No quadratic change	No change	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.



MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:																	
The influences of family, peers, media, technology, and other factors on sexual risk behaviors									91.8	95.1	89.8	91.6	92.3	No linear change	Not available	No change	
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						84.1	87.0	89.9	90.0	92.9	89.4	90.7	88.3	Increased, 2008-2022	Increased, 2008-2016 No change, 2016-2022	No change	
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						83.5	85.1	89.6	91.2	92.9	86.1	88.9	88.9	No linear change	No quadratic change	No change	
Influencing and supporting others to avoid or reduce sexual risk behaviors										88.4	92.0	88.2	88.1	88.2	No linear change	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:																
Efficacy of condoms, that is, how well condoms work and do not work						80.4	87.8	87.4	79.9	91.2	84.0	85.9	83.1	No linear change	No quadratic change	No change
The importance of using condoms consistently and correctly						76.8	78.6	82.6	73.6	85.5	76.4	80.4	78.4	No linear change	No quadratic change	No change
How to obtain condoms						62.6	62.8	69.5	58.9	72.4	62.6	66.4	71.0	No linear change	No quadratic change	No change
How to correctly use a condom							58.8	62.0	54.4	65.2	62.1	58.3	63.3	No linear change	No quadratic change	No change
Methods of contraception other than condoms										89.0	82.5	81.4	80.5	Decreased, 2016-2022	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:																		
The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy							78.6	78.4	87.4	75.8	80.8	80.0	No linear change	No quadratic change	No change			
How to create and sustain healthy and respectful relationships							93.2	90.1	95.9	93.4	92.3	92.9	No linear change	No quadratic change	No change			
The importance of limiting the number of sexual partners								90.0	94.5	88.9	93.0	89.2	No linear change	Not available	No change			
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health								83.6	90.1	87.6	91.2	89.3	No linear change	Not available	No change			
How to communicate sexual consent between partners											87.8	89.3	No linear change	Not available	No change			

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:																	
Recognizing and responding to sexual victimization and violence												84.7	86.6	No linear change	Not available	No change	
Diversity of sexual orientations and gender identities												72.9	72.2	No linear change	Not available	No change	
How gender roles and stereotypes affect goals, decision making, and relationships												78.4	75.6	No linear change	Not available	No change	
The relationship between alcohol and other drug use and sexual risk behaviors												92.8	91.4	No linear change	Not available	No change	
Percentage of schools that taught all 22 HIV, other STD, and pregnancy prevention topics in any of grades 9, 10, 11, or 12 during the current school year												47.3	49.6	No linear change	Not available	No change	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for students in any of grades 6, 7, or 8 during the current school year:																
Comprehend concepts important to prevent HIV, other STDs, and pregnancy									73.6	75.0	71.4	72.5	65.4	No linear change	Not available	No change
Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors									70.1	68.4	67.5	67.5	66.6	No linear change	Not available	No change
Access valid information, products, and services to prevent HIV, other STDs, and pregnancy									57.8	59.1	58.2	62.5	59.3	No linear change	Not available	No change
Use interpersonal communication skills to avoid or reduce sexual risk behaviors									72.7	70.9	69.4	74.0	65.7	No linear change	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022			
Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for students in any of grades 6, 7, or 8 during the current school year:																
Use decision-making skills to prevent HIV, other STDs, and pregnancy									72.2	74.4	72.7	71.5	62.0	Decreased, 2014-2022	Not available	No change
Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them									68.9	68.8	70.3	77.2	68.4	No linear change	Not available	No change
Influence and support others to avoid or reduce sexual risk behaviors									63.0	63.1	62.7	68.5	61.1	No linear change	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:																	
Comprehend concepts important to prevent HIV, other STDs, and pregnancy									93.7	95.9	92.5	91.7	91.5	No linear change	Not available	No change	
Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors									87.9	92.1	87.2	90.4	90.6	No linear change	Not available	No change	
Access valid information, products, and services to prevent HIV, other STDs, and pregnancy									87.2	91.1	86.9	91.0	88.4	No linear change	Not available	No change	
Use interpersonal communication skills to avoid or reduce sexual risk behaviors									88.4	92.7	88.6	90.5	88.6	No linear change	Not available	No change	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:																
Use decision-making skills to prevent HIV, other STDs, and pregnancy									91.4	96.6	90.7	93.0	90.4	No linear change	Not available	No change
Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them									81.3	86.3	81.4	84.0	85.1	No linear change	Not available	No change
Influence and support others to avoid or reduce sexual risk behaviors									82.0	87.3	82.5	86.2	84.5	No linear change	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.



MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which teachers provided students with the opportunity to practice the following skills in a required course for students in any of grades 6 through 12 during the current school year:																		
Communication, decision-making, goal-setting, or refusal skills related to sexual health (e.g., through role playing)												82.8	78.8	No linear change	Not available	No change		
Analyzing the influence of family, peers, culture, media, or technology on sexual health												83.5	82.3	No linear change	Not available	No change		
Accessing valid sexual health information, products, and services												82.0	79.4	No linear change	Not available	No change		

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which teachers implemented the following inclusive practices when providing sexual health education in a required course for students in grades 6 through 12 during the current school year:*																		
Encouraged use of gender-neutral pronouns such as “they/them” during instruction to recognize gender diversity among students												63.1	55.1	No linear change	Not available	No change		
Provided positive examples of lesbian, gay, bisexual, or transgender (LGBT) people and same-sex or gender relationships (e.g., family, peer, or romantic)												49.0	51.6	No linear change	Not available	No change		
Encouraged students to respect others' sexual and gender identities												90.8	91.3	No linear change	Not available	No change		

\* Among schools that teach sexual health education.

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022				
Percentage of schools in which teachers implemented the following inclusive practices when providing sexual health education in a required course for students in grades 6 through 12 during the current school year:*																	
Provided students with information about LGBT resources within the school (e.g., counseling services, student support groups like Gay/Straight Alliances or Genders and Sexualities Alliances)												56.1	60.3	No linear change	Not available	No change	
Identified additional LGBT resources available in the community or online												45.2	44.1	No linear change	Not available	No change	
Percentage of schools in which teachers taught the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12 during the current school year:																	
Benefits of healthy eating							91.3	93.0	96.9	96.6	96.2	94.8	95.9	96.5	Increased, 2008-2022	No quadratic change	No change

\* Among schools that teach sexual health education.

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which teachers taught the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12 during the current school year:																		
Benefits of drinking plenty of water									95.9	95.3	94.7	95.5	96.4	No linear change	Not available	No change		
Benefits of eating breakfast every day										92.7	92.5	91.9	91.1	No linear change	Not available	No change		
Food guidance using the current Dietary Guidelines for Americans (e.g., MyPlate, healthy eating patterns)									91.8	90.6	90.8	89.9	91.1	No linear change	Not available	No change		
Using food labels						83.0	85.6	91.1	91.5	90.9	89.1	92.0	92.9	Increased, 2008-2022	No quadratic change	No change		
Differentiating between nutritious and non-nutritious beverages									91.5	90.6	89.1	92.8	92.1	No linear change	Not available	No change		

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which teachers taught the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12 during the current school year:																
Balancing food intake and physical activity						90.5	90.9	95.0	95.5	92.3	94.1	95.0	94.0	Increased, 2008-2022	No quadratic change	No change
Eating more fruits, vegetables, and whole grain products						89.6	91.3	95.8	94.1	93.5	93.1	95.1	94.3	Increased, 2008-2022	No quadratic change	No change
Choosing foods and snacks that are low in solid fat (i.e., saturated and trans fat)						86.7	90.2	92.8	90.5	89.0	87.1	93.0	91.3	No linear change	No quadratic change	No change
Choosing foods, snacks, and beverages that are low in added sugars									92.0	92.2	89.9	93.8	92.0	No linear change	Not available	No change
Choosing foods and snacks that are low in sodium									90.1	86.4	85.5	90.5	87.0	No linear change	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which teachers taught the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12 during the current school year:																	
Eating a variety of foods that are high in calcium									87.1	87.0	82.2	87.5	83.0	No linear change	Not available	No change	
Eating a variety of foods that are high in iron									79.4	79.0	77.3	84.2	82.2	No linear change	Not available	No change	
Food safety						71.2	68.8	79.2	81.6	77.2	73.0	80.9	78.3	Increased, 2008-2022	No quadratic change	No change	
Preparing healthy meals and snacks						75.4	77.8	85.9	82.0	79.2	78.3	84.9	84.2	Increased, 2008-2022	No quadratic change	No change	
Risks of unhealthy weight control practices						85.2	86.7	90.5	91.8	89.2	89.4	90.0	88.4	No linear change	Increased, 2008-2014 No change, 2014-2022	No change	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which teachers taught the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12 during the current school year:																		
Accepting body size differences		26.1				82.9	82.3	86.9	90.6	85.6	88.4	90.9	86.7	Increased, 2000-2022	No quadratic change	No change		
Signs, symptoms, and treatment for eating disorders						85.0	84.4	87.8	87.0	88.2	86.4	94.2	88.9	Increased, 2008-2022	No quadratic change	Decreased		
Relationship between diet and chronic diseases									84.8	82.0	81.3	93.0	87.2	Increased, 2014-2022	Not available	Decreased		
Food production, including how food is grown, harvested, processed, packaged, and transported											62.1	74.9	71.7	Increased, 2018-2022	Not available	No change		

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which teachers taught the following physical activity topics in a required course for students in any of grades 6 through 12 during the current school year:																		
Short-term and long-term benefits of physical activity, including reducing the risks for chronic disease									94.7	94.5	94.8	97.2	95.3	No linear change	Not available	No change		
Mental and social benefits of physical activity									96.1	96.0	95.2	98.4	97.4	No linear change	Not available	No change		
Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)						90.0	92.4	93.6	93.9	93.8	92.0	94.1	93.3	No linear change	No quadratic change	No change		
Phases of a workout (i.e., warm-up, workout, cool down)						87.2	88.6	90.8	89.7	86.6	89.3	89.4	88.6	No linear change	No quadratic change	No change		

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.



## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

#### Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>
Percentage of schools in which teachers taught the following physical activity topics in a required course for students in any of grades 6 through 12 during the current school year:																
Recommended amounts and types of moderate, vigorous, muscle-strengthening, and bone-strengthening physical activity									85.2	83.9	87.6	90.3	88.1	No linear change	Not available	No change
Decreasing sedentary activities (e.g., television viewing)						79.7	84.9	90.3	92.5	92.4	90.1	92.0	89.5	Increased, 2008-2022	Increased, 2008-2014 No change, 2014-2022	No change
Preventing injury during physical activity						83.1	84.3	86.9	87.5	85.1	86.3	89.9	86.0	No linear change	No quadratic change	No change
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)						76.0	71.1	77.8	79.7	74.9	76.3	83.2	81.4	Increased, 2008-2022	No quadratic change	No change
Dangers of using performance-enhancing drugs (e.g., steroids)						77.8	81.9	83.7	83.3	84.8	79.3	85.7	82.0	No linear change	No quadratic change	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which teachers taught the following physical activity topics in a required course for students in any of grades 6 through 12 during the current school year:																
Increasing daily physical activity									97.1	94.1	94.1	93.8	93.9	No linear change	Not available	No change
Incorporating physical activity into daily life (without relying on a structured exercise plan or special equipment)									91.7	90.6	92.8	93.3	92.2	No linear change	Not available	No change
Using safety equipment for specific physical activities									82.7	81.0	79.7	88.3	79.9	No linear change	Not available	Decreased
Benefits of drinking water before, during, and after physical activity									91.5	93.0	91.3	94.5	91.3	No linear change	Not available	No change
Percentage of schools that taught all 13 physical activity topics during the current school year									61.6	60.0	61.1	70.4	64.8	No linear change	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
SHE_PM_1807_2: The percentage of schools that assess the ability of students to do 7 skills in a required course taught during grades 6, 7, or 8 and during grades 9, 10, 11, or 12									53.4	54.8	51.5	58.2	55.0	No linear change	Not available	No change
SHS_PM_1807_4: The percentage of schools that taught all 3 of the SHS topics in grades 9, 10, 11, or 12									55.1	68.0	61.0	64.7	69.4	Increased, 2014-2022	Not available	No change
SSE_PM_1807_1: The percentage of schools in which school staff received professional development on classroom management techniques						68.0	59.7	59.0	59.2	75.9	70.9	74.2	65.7	Increased, 2008-2022	No quadratic change	Decreased

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
<b>Parent and Family Involvement</b>																
Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of the following topics during the current school year:																
Alcohol- or other drug-use prevention										34.4	34.0	39.1	46.3	Increased, 2016-2022	Not available	No change
Asthma						16.0	12.2	12.0	12.5	11.8	17.2	21.2	26.2	Increased, 2008-2022	No change, 2008-2014 Increased, 2014-2022	No change
Food allergies									19.9	23.1	25.4	32.3	37.7	Increased, 2014-2022	Not available	No change
HIV, other STD, or pregnancy prevention						26.6	21.4	18.9	20.1	27.8	27.9	25.4	36.8	Increased, 2008-2022	Decreased, 2008-2012 Increased, 2012-2022	Increased
Nutrition and healthy eating						32.7	34.6	31.0	35.4	35.1	40.4	41.4	42.6	Increased, 2008-2022	No quadratic change	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of the following topics during the current school year:																
Physical activity						33.1	33.8	31.1	36.5	36.7	34.2	40.5	42.4	Increased, 2008-2022	No quadratic change	No change
Preventing student bullying and sexual harassment, including electronic aggression (i.e., cyber-bullying)									57.9	60.6	59.0	57.2	56.5	No linear change	Not available	No change
Tobacco-use prevention or cessation						28.6	23.5	21.3	22.8	27.4	26.7	47.2	45.6	Increased, 2008-2022	Decreased, 2008-2012 Increased, 2012-2022	No change
Percentage of schools in which teachers have given students health education homework assignments or activities to do at home with their parents during the current school year																
									70.8	73.3	71.1	63.2	57.6	Decreased, 2014-2022	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

#### Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>
<b>Professional Development</b>																
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:																
Alcohol- or other drug-use prevention		48.4	57.2			51.8	43.4	40.8	35.6	38.0	40.3	47.2	32.2	Decreased, 2000-2022	No quadratic change	Decreased
Asthma						23.7	16.2	14.5	13.0	14.2	15.8	20.9	13.2	Decreased, 2008-2022	Decreased, 2008-2012 No change, 2012-2022	Decreased
Chronic disease prevention (e.g., diabetes, obesity prevention)										24.0	18.9	26.7	18.8	No linear change	Not available	Decreased
Epilepsy or seizure disorder									17.9	22.0	24.7	25.9	29.5	Increased, 2014-2022	Not available	No change
Food allergies									18.9	20.5	20.4	21.4	22.8	No linear change	Not available	No change
Foodborne illness prevention						22.7	18.8	16.7	17.2	14.0	13.1	19.5	18.9	No linear change	Decreased, 2008-2018 No change, 2018-2022	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:																	
HIV prevention		54.3	51.6			43.4	41.1	34.3	24.4	26.7	23.7	22.9	19.5	Decreased, 2000-2022	No quadratic change	No change	
Human sexuality		41.1	40.0			38.0	42.7	32.0	24.6	29.6	27.1	36.5	28.8	Decreased, 2000-2022	No quadratic change	No change	
Infectious disease prevention (e.g., influenza [flu] or COVID-19 prevention)								38.1	31.6	30.1	30.8	40.8	49.6	Increased, 2012-2022	No change, 2012-2016 Increased, 2016-2022	No change	
Injury prevention and safety		38.5	41.0			46.3	45.1	43.7	37.7	33.7	35.0	40.3	34.2	Decreased, 2000-2022	No change, 2000-2008 Decreased, 2008-2022	No change	
Mental and emotional health		37.1	40.6			73.2	67.5	61.3	64.7	73.8	78.9	84.3	69.2	Increased, 2000-2022	Increased, 2000-2008 Increased, 2008-2022	Decreased	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:																
Nutrition and dietary behavior		30.6	25.4			44.7	38.5	33.5	27.0	25.4	23.0	22.7	17.9	Decreased, 2000-2022	Increased, 2000-2008 Decreased, 2008-2022	No change
Physical activity and fitness		43.1	41.2			51.5	51.0	44.1	48.5	45.2	39.4	39.8	28.2	Decreased, 2000-2022	Increased, 2000-2010 Decreased, 2010-2022	Decreased
Pregnancy prevention		37.4	35.7			33.6	32.3	24.8	17.9	19.7	17.7	19.5	13.1	Decreased, 2000-2022	No quadratic change	No change
STD prevention		44.8	46.6			39.9	36.0	28.2	18.9	22.1	19.6	20.4	16.5	Decreased, 2000-2022	No quadratic change	No change
Suicide prevention			32.3			41.3	40.5	38.1	36.7	43.6	66.6	72.3	65.5	Increased, 2002-2022	No change, 2002-2014 Increased, 2014-2022	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.



## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

#### Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:																
Tobacco-use prevention or cessation		41.5	51.0			36.6	31.7	24.9	20.0	17.6	23.4	38.0	24.3	Decreased, 2000-2022	Decreased, 2000-2016 Increased, 2016-2022	Decreased
Violence prevention (e.g., bullying, fighting, dating violence prevention)		47.9	51.5			65.6	57.5	61.0	60.9	53.1	56.3	61.8	42.6	No linear change	Increased, 2000-2008 Decreased, 2008-2022	Decreased
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:																
Teaching students with physical, medical, or cognitive disabilities		33.7	40.9			59.7	57.2	55.2	56.0	70.7	68.2	69.3	64.3	Increased, 2000-2022	Increased, 2000-2008 Increased, 2008-2022	No change
Teaching students of various racial/ethnic and cultural backgrounds		38.1	39.1			54.4	47.7	45.3	50.0	70.1	71.1	87.4	79.1	Increased, 2000-2022	Increased, 2000-2012 Increased, 2012-2022	Decreased

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:																	
Teaching English language learners (ELL)		18.7	18.8			34.8	30.6	32.2	32.9	64.3	56.6	67.3	63.2	Increased, 2000-2022	No quadratic change	No change	
How to support lesbian, gay, bisexual, and transgender students (e.g., bystander intervention skills, implementing safe spaces, use of inclusive language, providing students with information about LGBT resources within the school)												48.9	51.7	No linear change	Not available	No change	
Using interactive teaching methods (e.g., role plays, cooperative group activities)		44.3	47.4			51.4	52.2	46.2	50.5	60.1	58.6	57.6	54.4	Increased, 2000-2022	No quadratic change	No change	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:																	
Encouraging family or community involvement		32.3	32.9			31.5	30.7	25.4	29.8	36.6	37.6	48.1	39.1	Increased, 2000-2022	No change, 2000-2012 Increased, 2012-2022	Decreased	
Teaching skills for behavior change		38.3	42.3			55.3	51.4	41.5	46.9	51.1	52.3	61.1	50.2	Increased, 2000-2022	No quadratic change	Decreased	
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)						68.0	59.7	59.0	59.2	75.9	70.9	74.2	65.7	Increased, 2008-2022	No quadratic change	Decreased	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which the lead health education teacher received professional development on the following topics related to teaching sexual health education:																	
Aligning lessons and materials with the district scope and sequence for sexual health education										41.3	33.7	35.8	29.0	Decreased, 2016-2022	Not available	No change	
Creating a comfortable and safe learning environment for students receiving sexual health education										32.8	31.6	35.1	28.5	No linear change	Not available	No change	
Connecting students to on-site or community-based sexual health services										22.1	22.0	25.1	19.3	No linear change	Not available	No change	
Using a variety of effective instructional strategies to deliver sexual health education										33.4	29.1	30.5	22.8	Decreased, 2016-2022	Not available	No change	
Building student skills in HIV, other STD, and pregnancy prevention										25.6	24.7	27.5	19.9	No linear change	Not available	Decreased	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which the lead health education teacher received professional development on the following topics related to teaching sexual health education:																	
Assessing student knowledge and skills in sexual health education										28.0	24.5	27.7	20.4	No linear change	Not available	Decreased	
Understanding current district or school board policies or curriculum guidance regarding sexual health education										31.9	25.8	28.0	20.8	Decreased, 2016-2022	Not available	No change	
Identifying appropriate modifications to the sexual health curriculum to meet the needs of all students												26.6	20.9	No linear change	Not available	No change	
Engaging parents in sexual health education												13.6	13.1	No linear change	Not available	No change	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:																	
Alcohol- or other drug-use prevention		67.7	71.2			72.5	74.7	75.4	75.7	71.6	72.1	67.0	65.0	No linear change	Increased, 2000-2014 Decreased, 2014-2022	No change	
Asthma						55.8	46.2	47.2	47.2	35.7	31.3	32.4	30.3	Decreased, 2008-2022	No quadratic change	No change	
Chronic disease prevention (e.g., diabetes, obesity prevention)										57.7	54.5	54.3	52.6	No linear change	Not available	No change	
Epilepsy or seizure disorder									47.5	40.4	34.2	37.4	35.3	Decreased, 2014-2022	Not available	No change	
Food allergies									48.7	39.4	37.8	38.5	34.8	Decreased, 2014-2022	Not available	No change	
Foodborne illness prevention						52.2	42.1	42.2	42.4	36.8	33.0	31.2	31.5	Decreased, 2008-2022	No quadratic change	No change	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:																	
HIV prevention		67.9	63.0			69.0	69.1	66.3	63.4	62.5	57.5	53.7	48.7	Decreased, 2000-2022	No change, 2000-2010 Decreased, 2010-2022	No change	
Human sexuality		60.2	60.3			71.5	79.3	74.1	73.1	76.0	73.0	72.2	73.5	Increased, 2000-2022	Increased, 2000-2010 No change, 2010-2022	No change	
Infectious disease prevention (e.g., influenza [flu] or COVID-19 prevention)								55.3	52.0	52.0	45.0	52.2	45.9	Decreased, 2012-2022	No quadratic change	No change	
Injury prevention and safety		43.9	41.0			60.1	56.6	56.1	53.3	49.6	46.8	47.6	42.9	No linear change	Increased, 2000-2008 Decreased, 2008-2022	No change	
Mental and emotional health		64.7	72.5			75.1	75.6	77.1	75.9	77.5	79.9	81.2	79.1	Increased, 2000-2022	No quadratic change	No change	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

## MINNESOTA

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	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:																
Nutrition and dietary behavior	57.9	52.3				69.2	70.9	71.8	72.7	63.8	63.0	62.5	61.5	Increased, 2000-2022	Increased, 2000-2012 Decreased, 2012-2022	No change
Physical activity and fitness	53.4	54.2				67.2	67.4	65.4	65.4	59.1	55.0	52.7	56.0	No linear change	Increased, 2000-2010 Decreased, 2010-2022	No change
Pregnancy prevention	60.9	60.2				67.5	68.5	67.9	69.9	67.2	58.4	61.6	56.4	No linear change	Increased, 2000-2014 Decreased, 2014-2022	No change
STD prevention	68.7	65.8				72.3	71.4	71.9	70.8	69.4	64.1	64.2	63.9	No linear change	No change, 2000-2012 Decreased, 2012-2022	No change
Suicide prevention	71.5	71.8				77.1	77.8	78.0	77.8	77.0	76.0	75.8	72.1	No linear change	Increased, 2000-2012 No change, 2012-2022	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

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MINNESOTA

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	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:																
Tobacco-use prevention or cessation		61.8	59.7			64.8	64.2	64.9	65.3	61.9	60.2	64.8	58.6	No linear change	No quadratic change	No change
Violence prevention (e.g., bullying, fighting, dating violence prevention)			78.2			73.1	72.7	76.1	72.9	73.2	73.6	76.4	71.4	No linear change	No quadratic change	No change
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:																
Teaching students with physical, medical, or cognitive disabilities		54.0	53.0			57.7	56.8	59.8	56.6	60.1	58.0	57.1	61.4	Increased, 2000-2022	No quadratic change	No change
Teaching students of various racial/ethnic and cultural backgrounds		52.0	49.3			60.1	56.4	52.7	56.1	57.5	58.8	64.2	68.7	Increased, 2000-2022	No quadratic change	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

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## MINNESOTA

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	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:																		
Teaching English language learners (ELL)		44.5	42.2			51.9	46.9	47.2	52.8	49.4	52.5	58.1	55.8	Increased, 2000-2022	No quadratic change	No change		
How to support lesbian, gay, bisexual, and transgender students (e.g., bystander intervention skills, implementing safe spaces, use of inclusive language, providing students with information about LGBT resources within the school)												71.8	73.8	No linear change	Not available	No change		
Using interactive teaching methods (e.g., role plays, cooperative group activities)		59.8	58.9			65.8	67.2	68.0	63.1	67.6	72.6	66.1	63.6	Increased, 2000-2022	Increased, 2000-2018 Decreased, 2018-2022	No change		
Encouraging family or community involvement		64.5	62.0			67.2	67.3	68.9	67.4	70.8	69.5	72.6	64.4	Increased, 2000-2022	No quadratic change	No change		

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MINNESOTA

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	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:																	
Teaching skills for behavior change		71.1	74.6			73.1	71.7	74.2	68.3	69.0	73.6	68.3	68.0	No linear change	No quadratic change	No change	
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)						65.3	61.2	59.5	59.1	54.8	58.9	56.4	61.0	Decreased, 2008-2022	Decreased, 2008-2016 No change, 2016-2022	No change	
Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics related to teaching sexual health education:																	
Aligning lessons and materials with the district scope and sequence for sexual health education											59.3	58.9	58.2	61.2	No linear change	Not available	No change

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MINNESOTA

2022 School Health Profiles Report  
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	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics related to teaching sexual health education:																
Creating a comfortable and safe learning environment for students receiving sexual health education										61.8	62.2	60.0	65.5	No linear change	Not available	No change
Connecting students to on-site or community-based sexual health services										63.4	58.5	61.5	60.6	No linear change	Not available	No change
Using a variety of effective instructional strategies to deliver sexual health education										72.9	69.0	70.5	69.4	No linear change	Not available	No change
Building student skills in HIV, other STD, and pregnancy prevention										69.1	65.6	65.8	63.6	No linear change	Not available	No change
Assessing student knowledge and skills in sexual health education										68.1	67.7	66.3	64.7	No linear change	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

MINNESOTA

2022 School Health Profiles Report  
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics related to teaching sexual health education:																	
Understanding current district or school board policies or curriculum guidance regarding sexual health education										57.4	54.7	58.7	62.0	No linear change	Not available	No change	
Identifying appropriate modifications to the sexual health curriculum to meet the needs of all students												67.2	63.9	No linear change	Not available	No change	
Engaging parents in sexual health education												66.6	61.3	No linear change	Not available	No change	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

## MINNESOTA

### 2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

#### Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>
<b>Professional Preparation</b>																
Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation was on the following:																
Health education or health and physical education combined (a or b)	73.9	76.6	82.5			74.8	78.1	84.0	86.6	86.5	86.6	89.6	84.3	Increased, 1998-2022	No quadratic change	No change
Physical education, kinesiology, exercise science or exercise physiology (c or e)						7.9	8.6	9.9	9.8	11.0	9.8	6.8	10.7	No linear change	No quadratic change	No change
Home economics or family and consumer science, biology or other science, or nutrition (f, g, or k)						2.9	2.2	2.8	1.6	1.0	1.6	1.3	1.6	No linear change	No quadratic change	No change
Nursing or counseling (h or i)	7.6	2.3	2.5			1.5	2.6	2.5	0.8	0.8	0.3	1.2	0.8	Decreased, 1998-2022	No quadratic change	No change
Public health or other (j or l)		0.0	0.3			6.1	3.7	0.8	0.0	0.0	0.7	0.0	1.3	Decreased, 2000-2022	†	No change
Percentage of schools in which the lead health education teacher is certified, licensed, or endorsed by the state to teach health education in middle school or high school						80.2	82.8	92.3	92.9	93.7	95.1	96.5	92.7	Increased, 2008-2022	Increased, 2008-2012 No change, 2012-2022	Decreased

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.

† Analysis cannot be conducted when prevalence estimates of 0% or 100% are present.

MINNESOTA

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	Prevalence												Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2020-2022 Change <sup>2</sup>		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which the lead health education teacher had the following number of years of experience in teaching health education courses or topics:																	
1 year		6.0	6.3			6.4	6.0	5.5	4.7	4.7	4.5	4.5	6.5	No linear change	No quadratic change	No change	
2 to 5 years		22.3	17.4			24.1	22.4	18.7	15.3	19.4	18.1	22.5	21.3	No linear change	No quadratic change	No change	
6 to 9 years		16.3	16.4			19.1	15.2	12.9	15.1	12.6	14.4	14.1	18.7	No linear change	No quadratic change	No change	
10 to 14 years		10.9	12.9			16.5	17.8	16.2	15.6	11.1	18.3	13.1	15.3	No linear change	No change, 2000-2008 No change, 2008-2022	No change	
15 years or more		44.5	47.0			34.0	38.6	46.6	49.3	52.2	44.7	45.7	38.2	No linear change	No quadratic change	No change	

<sup>1</sup>Based on trend analyses using a logistic regression model, p < 0.05.

<sup>2</sup>Based on t-test analysis, p < 0.05.