**EARLY CHILDHOOD**  
— Ages 0-4 —

- 47% of children (ages 9 to 35 months) received a developmental screening.  
- 54% of 3-year-olds have routine care arrangements; of these, most children attend a center, preschool, or Head Start.  
- 58% of 3-year-olds are read to every day.  
- 76% of 3-year-olds watch 1+ hour of screen time per day.

**SCHOOL AGE**  
— Ages 5-18 —

- 84% of children are enrolled in K-12 public school.  
- 3/4 of children regularly attend.  
- 1/4 of children are chronically absent.

**AT OR ABOVE PROFICIENT**

- 30% of 4th grade reading.  
- 35% of 4th grade math.  
- 31% of 8th grade reading.  
- 32% of 8th grade math.

- 2,003 students dropped out of school between 7th and 12th grade.  
- 7,681 students graduated from high school.

**POST-SECONDARY**  
— Ages 18+ —

- 1 in 5 young adults (18 to 24) with high school diplomas were not enrolled in school or currently working.  
- 21,000 young adults (18 to 24) were enrolled in college or had already completed a degree.  
- 38% of the working age population (25 to 64 years) had a post-secondary degree.
ALASKA CHILDREN

Children make up 25 percent of Alaska’s total population.

CHILD POPULATION

CHILDREN between the ages of 0 and 17 LIVE IN ALASKA

PERCENT OF CHILD POPULATION (0-19), BY REGION

- Anchorage: 81,772
- Gulf Coast Region: 21,027
- Interior Region: 31,041
- Matanuska-Susitna: 31,704
- Northern Region: 9,424
- Southeast Region: 18,054
- Southwest Region: 14,109

RECOMMENDATIONS

AVAILABLE PRE-K
Pre-K programs should be available to all students in Alaska, especially to those students in low-socioeconomic households. Early education and care is an investment in long-term outcomes; Alaskans should focus on getting all kids into programmed care.

PARENT EDUCATION GOALS
Encourage parents to invest in their own education goals, to provide for a better future for their children by seeking higher education. Increasing education today would lead to an increase in a capable workforce and the schooling of the next generation, an improvement of later life outcomes such as health, productivity for Alaskan Children.

RESTORATIVE DISCIPLINE PRACTICES
Eliminate all discriminatory discipline practices. The state should embrace a restorative justice approach to discipline in our schools as an alternative to zero-tolerance programs and other types of disciplinary action.

ACCESS TO SPECIALISTS
All staff should have access to support from specialists, such as early childhood mental health consultants and behavior coaches.

GRADUATION RATES
Implement a plan for children of color to graduate at higher levels by ensuring the money reaches students who need it most. Extra funds should be provided to study the impact, to model best practices

AVAILABLE DEVELOPMENTAL SCREENING
Developmental screening should be made available to all kids. Infants and toddlers with developmental delays or disabilities should be identified and receive early intervention services in a timely manner.

MENTORSHIP & AFFIRMATION
Alaska should support strategies to engage children of color, by setting up mentor programs helping students reflect on personal values that reinforce self-worth and Affirmation intervention programs.

FUNDING
The state needs to fund the educational system in a way that provides consistent resources, so that each child can be successful.

Sources: 1) National Survey of Children’s Health. 2) Alaska Childhood Understanding Behaviors Survey. 3) Alaska Department of Education & Early Development. 4) Alaska Department of Education & Early Development and Alaska Department of Labor and Workforce Development. 5) National Assessment of Educational Progress. 6) American Community Survey. 7) U.S. Census Bureau. 8) Alaska Department of Labor and Workforce Development.

All data included in this brief reflects the most recent year available, usually 2016, and can be found at http://datacenter.kidscount.org/data#AK/. The content is described in detail in the report 2018 Kids Count Education available at http://www.voicesakchildren.org/publications/. Compilation and analysis of the data was completed by the McDowell Group.