

Investing in College and Career Pathways for Youth in Northern New Mexico

July 2023



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I. Executive Summary

In New Mexico, one-quarter of the state's children live in poverty¹ compared to 17% nationally.² In three Northern New Mexico counties the child poverty rate is even higher. Almost 20% of New Mexico's 16- to 24-year-olds are disconnected from school and work—more than in any other state³—and only about 29% of New Mexico residents have a bachelor's degree or higher⁴ compared to nearly 38% of Americans. In five Northern New Mexico counties, specifically, the postsecondary degree attainment rate is even lower.⁵ New Mexico also has the eighth highest teenage pregnancy rate in the country, with that number being even higher for teens of color.⁶

The members of the Northern New Mexico Pathways to Opportunity Strategy Table (Strategy Table) are committed to addressing these challenges through increasing access to college and career pathways for Northern New Mexico youth. The Strategy Table is a collaborative effort between 11 regional and national philanthropic funders to better coordinate and align their philanthropic strategies around shared goals. As part of this work, the Strategy Table partnered with Children's Funding Project to document the philanthropic and public investments in college and career pathways for youth in Northern New Mexico. Children's Funding Project is a nonprofit social impact organization that helps communities and states expand equitable opportunities for children and youth through strategic public financing work.

The Northern New Mexico Region includes seven counties and shares borders either partially or entirely with 18 tribes, nations, and pueblos. These seven counties are considered the central counties in the Los Alamos National Laboratory's (LANL's) economic sphere. LANL is a U.S. Department of Energy laboratory that specializes in national security science and is the region's largest employer.

For this project, the Strategy Table was specifically interested in philanthropic and public investments made in the region between 2017 and 2022 for youth ages 12 to 29 years in eight intervention areas:

1. work-based learning
2. college preparation support
3. college completion support/scholarships
4. high school/GED completion support
5. career pathways and career and technical education
6. youth development and leadership
7. entrepreneurship training
8. access to financial tools

These intervention areas, and this age range are of particular interest to the Strategy Table since they present key opportunities to reverse long-standing socioeconomic trends in Northern New Mexico by increasing access to college and career pathways in the region.

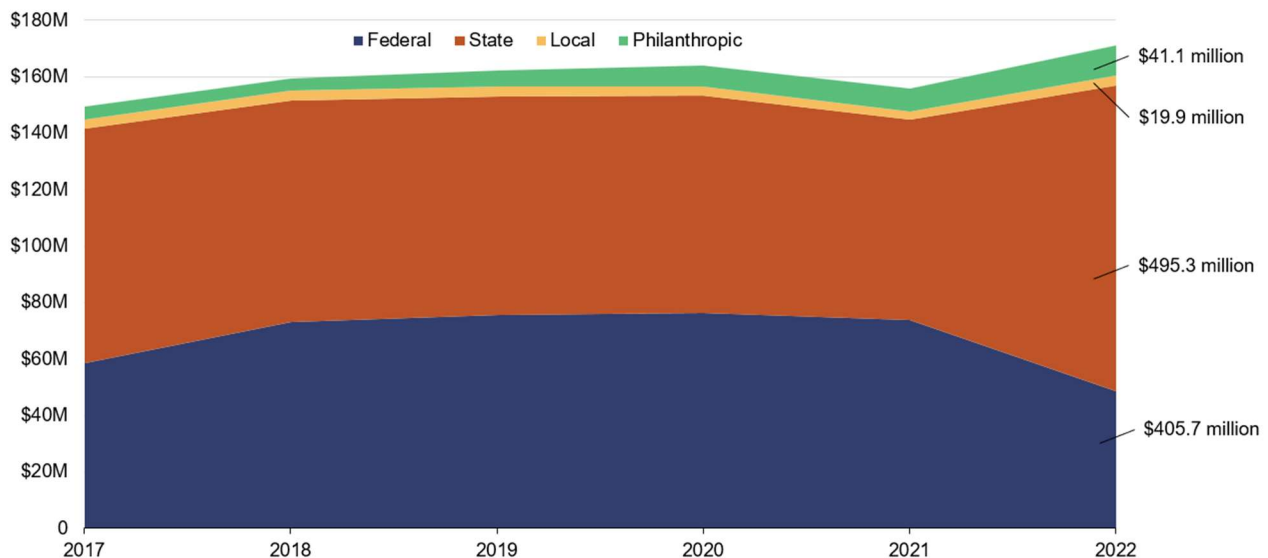
Children's Funding Project staff collected philanthropic data through a collaborative data collection effort with the members of the Strategy Table in addition to several other funders identified as active in the region. Children's Funding Project also collected federal, state, and local spending

data by reviewing publicly available data and interviewing state and local government personnel who are primarily responsible for administering public dollars for public programs. We also collected a sample of budget data from several tribal nations through a series of interviews with tribal budget authorities.

Public Funding Outpaces Philanthropic Funding

We collected data on 748 philanthropic grants totaling \$41 million, and 222 public funding streams totaling \$920 million. The most important takeaway from our analysis is that, despite the greater number and variety of philanthropic investments, the volume of *public* funding is significantly higher. We illustrate this disparity in figure 1. On average, philanthropic funding represents only about 4% of total annual funding supporting college and career pathways for youth in the region. With this reality, the most impactful investments that private funders can make are those that help grant seekers and the wider Northern New Mexico community access and spend this vast trove of public funding.

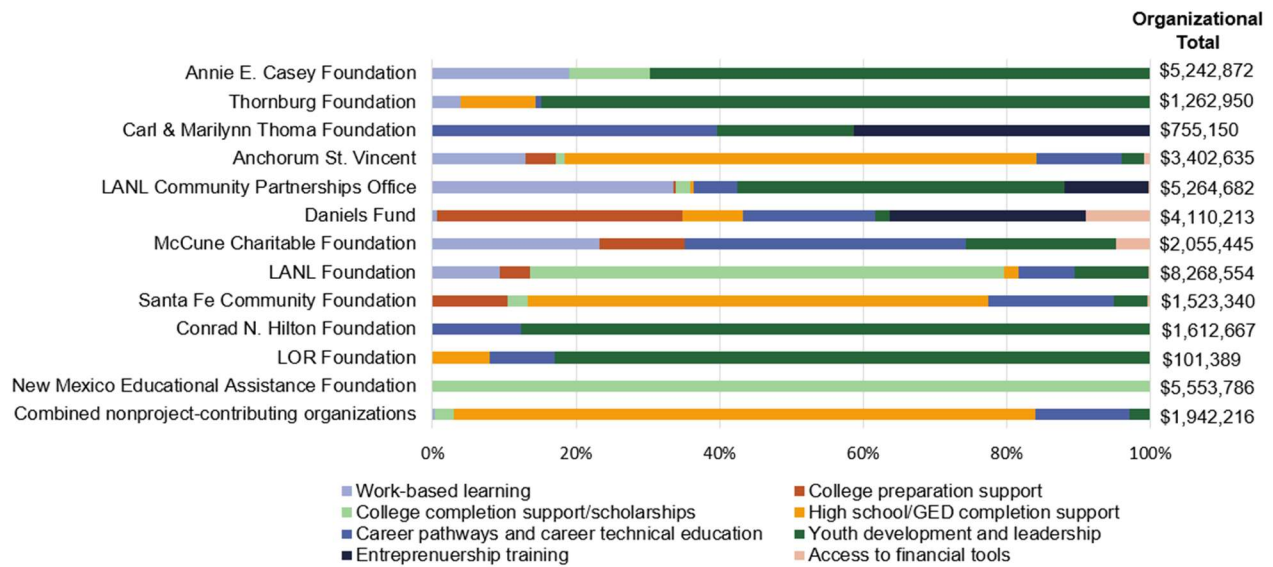
Figure 1: Total Reported Funding for College and Career Pathways in Northern New Mexico, 2017-2022



Funder Investments Differ Across Intervention Areas

The next major finding from our analysis examines the different ways members of the Strategy Table chose to invest their funding dollars to support college and career pathways for youth. Figure 2 shows how each funder split its total investment across the eight college and career pathway intervention areas we examined. We also identified differences in geographic focus, grant structures, processes, grant lengths, and funders' institutional limitations and goals. These differences represent the vast set of funder resources and expertise within the Strategy Table while highlighting the challenge of aligning philanthropic investors around shared strategies and goals.

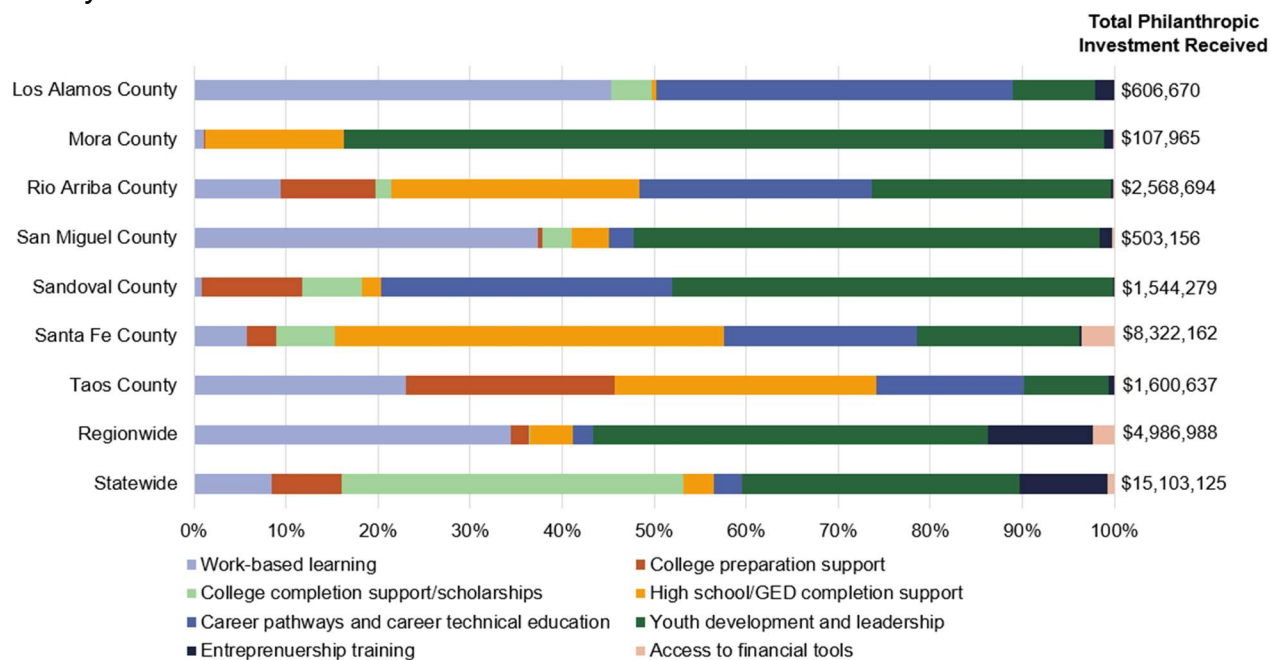
Figure 2: Philanthropic Investment Across Intervention Areas as a Percentage of Total Spending by Institution



Funding Differs Across Geography and Demographics

Finally, we identified disparities in funding along multiple metrics, both geographic and demographic. Figure 3 shows how philanthropic investments in different intervention areas differed drastically across counties. Some of these disparities, such as funding disparities between tribal schools and publicly funded schools, have deeper systemic roots that will require additional work to unravel. The Strategy Table can begin to address these disparities by reducing barriers that prevent grant seekers from accessing philanthropic funding, such as gaps in technical knowledge or administrative infrastructure, and implementing strategies that help grant seekers align the philanthropic and public funding that supports their work.

Figure 3: Intervention Area Investments as a Percentage of Total Philanthropic Investment by County



The Strategy Table asked Children’s Funding Project to generate recommendations based on these analyses that would help its members identify opportunities to better coordinate and align regional grantmaking and investments across college and career pathways programs. Children’s Funding Project developed specific recommendations under three umbrella categories:

- I. **Leverage and scale public funding opportunities.**
 - A. Invest in a system to track data on public resources and share that knowledge with partners and grantees of the Strategy Table.
 - B. Use ongoing tracking to understand trendlines in federal and state investments, and determine where private investments align, enhance, or fill specific gaps.
 - C. Support capacity building grants so that communities and organizations are better positioned to apply for and win federal and state competitive funding.
 - D. Leverage the influence and advocacy of individual members of the Strategy Table to affect public policies that impact communities’ capacity to capture, administer, and successfully execute programs and strategies that improve and expand access to college, career, and community pathways for historically underrepresented youth, including youth of color, opportunity youth, and young parents.
 - E. Foster community engagement and input in Strategy Table processes.
 - F. Support sustainable community development.
- II. **Leverage and scale opportunities based on analysis of the grants and investments made by members of the Strategy Table.**
 - A. Commit to continue sharing data as a group.
 - B. Pool resources, including funds, data, staff capacity, and skill sets.
 - C. Share networks of partners and grantees to build a single powerful, connected network.
 - D. Expand upon the current grantee and community partner network through inclusive and culturally competent practices.

- III. **Coordinate, align, and leverage the regional grantmaking and investment activities in and across the eight intervention areas, and reduce administrative burden for grantees.**
 - A. Use a single application grant platform.
 - B. Change the length and structure of the grant cycle to match grantee needs.
 - C. Make grants that allow greater flexibility in their use.

II. Project Introduction

Project Background

Formed in 2021, The Northern New Mexico Pathways to Opportunity Strategy Table is a collaborative effort between 11 regional and national philanthropic funders to better coordinate and align their philanthropic strategies around shared goals. The Strategy Table is composed of representatives from the following national, regional and local funders: Anchorum St. Vincent; the Annie E. Casey Foundation; the Aspen Institute Forum for Community Solutions; the Carl and Marilyn Thoma Foundation; the Daniels Fund; Groundworks New Mexico; the Los Alamos National Laboratory Community Partnerships Office; the LANL Foundation; the Marshall L. and Perrine D. McCune Charitable Foundation; the Santa Fe Community Foundation; and the Thornburg Foundation.

The goal of the Strategy Table is to expand and improve access to college, career, and community pathway opportunities for youth of color, opportunity youth, young parents and other underrepresented youth aged 12 through 29 in Northern New Mexico. Northern New Mexico refers to the seven-county region of Los Alamos, Mora, Rio Arriba, San Miguel, Sandoval, Santa Fe, and Taos Counties, along with the 18 tribes, nations, and pueblos that are partially or wholly located within those counties.

In 2022, the Strategy Table partnered with Children’s Funding Project to conduct a fiscal mapping analysis of philanthropic and public funding in Northern New Mexico. Children’s Funding Project is a nonprofit social impact organization that helps communities and states expand equitable opportunities for children and youth through strategic public financing work, which includes helping local and state leaders understand the sources that fund services for children and youth; coaching policymakers on aligning existing funds with local and state priorities and implementing strategies to maximize their impact; equipping advocates with the skills and resources to build public and policymaker support for children and youth services and to generate new and sustainable revenue sources; collaborating with communities and states to develop customized financing solutions tailored to their individual needs and goals; and building collective momentum toward an equitable and proactive approach to children’s funding.

The focus of the fiscal map was to collect and analyze fiscal data related to philanthropic and public investments in Northern New Mexico from 2017 through 2022, focused on the following eight intervention areas (see Appendix A for greater detail):

1. work-based learning (WBL)
2. college preparation support
3. college completion support/scholarships

4. high school/GED completion support
5. career pathways and career and technical education (CTE)
6. youth development and leadership
7. entrepreneurship training
8. access to financial tools

The ultimate goal of performing this analysis was to provide recommendations to the Strategy Table for opportunities to better coordinate, align, and leverage regional grantmaking and investments in and across these eight intervention areas, including opportunities to develop coordinated grantmaking strategies.

Northern New Mexico Pathways to Opportunity Strategy Table Partners

Anchorum St. Vincent is a non-profit Community Health Impact Organization committed to improving the health and well-being of those in Santa Fe and Northern New Mexico. Anchorum convenes like-minded philanthropic investors, nonprofits, community members, and other partners, and serves as a catalyst to make impact grants, and sound, purposeful impact investments in four key strategic areas—Social Determinants, Health Innovation, Infrastructure, and Extending the Community's Continuum of Care.⁷

The **Annie E. Casey Foundation** is a national philanthropic organization devoted to developing a brighter future for millions of children and young people with respect to their educational, economic, social and health outcomes. The Casey Foundation focuses on strengthening families, building stronger communities and ensuring access to opportunity. The Casey Foundation advances research and solutions to overcome barriers to success, help communities demonstrate what works, and influence decision makers to invest in strategies based on solid evidence.⁸

The **Aspen Institute Forum for Community Solutions** promotes collaborative, community-based efforts that build the power and influence of those with the least access to opportunity. The Aspen Institute Forum for Community Solutions convenes the Opportunity Youth Forum that connects over 40 communities to improve outcomes and well-being for opportunity youth. There are three Opportunity Youth Forum partners within New Mexico. These partners are the Pueblo of Taos, Division of Health and Community Services, Pueblo of Jemez Department of Education, the Pueblo of Laguna's Community Foundation; and the Northern New Mexico Pathways to Opportunity Strategy Table.⁹

The **Carl & Marilyn Thoma Foundation** recognizes that education and the arts enhance individuals' lives and communities. The Thoma Foundation works in the rural Southwest of the United States to provide scholarships in order for students to expand their education.¹⁰

The **Daniels Fund** is a private charitable foundation dedicated to making life better for the people of Colorado, New Mexico, Utah, and Wyoming through its grants program, scholarship program, and ethics initiative. The Daniels Fund's grantmaking strategy in New Mexico is centered on expanding the number of K-12 quality choice seats available.¹¹

Groundworks New Mexico is a group of philanthropic partners in New Mexico that work together to strengthen New Mexico's social sector. Groundworks's vision is to connect, strengthen, and advocate for New Mexico's social sector while unleashing its full potential.¹²

The **Los Alamos National Laboratory Community Partnerships Office** (LANL CPO) represents the Laboratory, the region's largest employer, its employees, and its managing contractor, Triad. LANL CPO supports employee engagement in a variety of economic development initiatives, educational programs, and giving activities in the Northern New Mexico region and administers philanthropic investments on behalf of Laboratory operator, Triad.¹³

The **LANL Foundation** is a regional nonprofit that inspires excellence in education and learning as a means to enrich the lives and economic opportunities of residents of 18 Native American tribal nations and seven Northern New Mexico counties along the North Central Rio Grande River corridor. It is committed to promoting racial and social equity in its programs focused on Childhood, K-12 and College, Career and Community Pathways as well as in its advocacy, research, scholarships and grantmaking. The LANL Foundation is the convenor and coordinator of the Pathways to Opportunity Strategy Table.¹⁴

The **Marshall L. and Perrine D. McCune Charitable Foundation** is dedicated to enriching the health, education, environment, cultural, and spiritual life of New Mexicans. The McCune Foundation memorializes its benefactors through proactive grantmaking that seeks to foster positive social change.¹⁵

The **Santa Fe Community Foundation** (SFCF) inspires philanthropic generosity, strengthens nonprofits, and fosters positive change to build a more vibrant, healthy, and resilient region. SFCF invests in several initiatives including early childhood education, education, and tribal community needs within New Mexico.¹⁶

The **Thornburg Foundation** invests in enduring solutions to help solve problems affecting people and the planet. Their work centers education, agriculture, government reform, homelessness, and water.¹⁷

IV. Background on Northern New Mexico

In 2021, New Mexico had a population of 2.1 million, and about 24% of that population, or 510,000 people were youth aged 12 to 29.¹⁸ The seven counties studied for this report represent 432,000 people, or about 20.4% of the state's population, and 89,000 youth aged 12 to 29, or 17.5% of the state's youth population.¹⁹ These seven counties are collectively referred to as Northern New Mexico because they are on the North Central Rio Grande River corridor, and perhaps more distinctly, are considered the central counties in the Los Alamos National Laboratory's (LANL) economic sphere. LANL is a U.S. Department of Energy laboratory that specializes in national security science.²⁰ It is the largest employer in the region, and the fifth largest employer in the

state.²¹ Figure 4 displays some major demographic statistics for each Northern New Mexico county along with those for the state of New Mexico for comparison.

Figure 4: Demographic Snapshot of Northern New Mexico

County	Total Population ²²	Youth Population (Aged 12-29) ²³	% Youth of Color (Aged 12-29) ²⁴	% Opportunity Youth ²⁵	Median Annual Household Income ²⁶	Child Poverty Rate ²⁷	% with High School Degree ²⁸	% with College Degree ²⁹
New Mexico	2,115,887	510,220	70%	20%	\$51.2K	24%	87%	28%
Los Alamos	19,330	4,140	31%	18%	\$119.2K	3%	98%	67%
Mora	4,196	742	89%	18%	\$29.5K	30%	92%	18%
Rio Arriba	40,179	8,709	95%	22%	\$42.3K	27%	87%	19%
San Miguel	27,150	5,815	87%	21%	\$32.3K	32%	83%	22%
Sandoval	151,369	33,800	63%	16%	\$65.0K	12%	91%	31%
Santa Fe	155,201	29,764	60%	16%	\$60.7K	16%	90%	41%
Taos	34,623	6,203	69%	21%	\$42.0K	25%	91%	32%

Notes: Youth of color includes youth identifying as Hispanic or Latino. Opportunity youth refers to youth between the ages of 16 and 24 who are disconnected from school and work.

These demographics tell a story about a diverse region with large differences in educational achievement, household income, poverty, and racial diversity, and set important context for this report’s findings. Los Alamos County is where LANL is located, and where many of its highly educated and paid scientists, researchers, and other staff live. This accounts for the very high median annual household income, very low child poverty rate, and high rates of educational attainment in the county. However, even when excluding Los Alamos County as an outlier among these seven counties, there are still large disparities between counties. Median annual household income in San Miguel and Mora Counties is about half that of Santa Fe and Sandoval Counties. Taos and Rio Arriba Counties have similar median household incomes, but Taos County has a much higher rate of college degree attainment. Mora, Rio Arriba, and San Miguel Counties are much more diverse than Sandoval, Santa Fe, and Taos Counties, and have much higher opportunity youth rates.

The largest cities in Northern New Mexico are Rio Rancho (pop. 106,000), Santa Fe (pop. 88,000), Las Vegas (pop. 13,000), and Espanola (pop. 10,000). Rio Rancho and Santa Fe are the third and fourth largest cities in the state, respectively. Rio Rancho is located across county lines from Albuquerque, the largest city in the state (pop. 563,000). Albuquerque was not included in this survey.³⁰

There are 23 tribes, nations, and pueblos that share geography with the state of New Mexico. Just over 11% of the total population of New Mexico is Native American and 10% of children in New Mexico are Native American. The 18 tribes, nations, and pueblos that share geography with Northern New Mexico are: Cochiti Pueblo, Jemez Pueblo, Jicarilla Apache Nation, Kewa Pueblo, Navajo Nation, Ohkay Owingeh, Picuris Pueblo, Pueblo of Nambe, Pueblo of Pojoaque, Pueblo de San Ildefonso, Pueblo of Sandia, Pueblo of Santa Clara, Santa Ana Pueblo, San Felipe Pueblo,

Taos Pueblo, Tesuque Pueblo and Zia Pueblo. Each of these is a sovereign nation with its own laws and governance structure and unique history and culture.³¹

Youth in Northern New Mexico face steep socioeconomic odds. While the national child poverty rate is 17%, almost 25% of children in New Mexico live in poverty.³² In San Miguel County, 32% of children live in poverty. Indigenous children are almost three times more likely to live in poverty than white children in New Mexico.³³ Nationally, 37.9% of Americans have completed a bachelor's degree or higher³⁴, but only 28.5% of New Mexicans have³⁵. In five Northern New Mexico counties, the postsecondary degree attainment rate is even lower. New Mexico has the highest percentage of opportunity youth in the country. In 2020, 19.6% (45,900) of 16 - 24-year-olds in New Mexico were not engaged in school or work. The national average is 12.6%. In Rio Arriba County, 21.6% of 16 - 24-year-olds are not engaged in school or work.³⁶ New Mexico also has the eighth highest teenage pregnancy rate in the country. The teenage pregnancy rate in New Mexico is 19.2 per 1,000 live births compared to the national average of 17 per 1,000. The teen pregnancy rate in New Mexico is even higher for Native American (19.4), Black (20.1), and Latino (22.7) teenage girls.³⁷

Like all states, New Mexico receives public assistance funding through several major public programs, including the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF). In 2020, 37% of children in New Mexico lived in households that received SNAP benefits, which averaged \$116 per person per month.³⁸ In 2021, the largest TANF spending area for New Mexico was tax credits (41% of total funds)³⁹, including the Child and Dependent Care Tax Credit. Fifteen percent of TANF spending was used for cash assistance to families. New Mexico also has a Working Families Tax Credit available for families that qualify for the Federal Earned Income Tax Credit. In 2018 almost half of the recipients of these tax credits in New Mexico were Latino. The median income of those who qualified for these credits was \$14,018. Forty-seven percent of the recipients of these tax credits have a high school diploma or less.⁴⁰

As of January 1, 2023, the minimum wage in New Mexico was \$12 an hour.⁴¹ Some cities and counties throughout the state have set a higher minimum wage, such as the city of Santa Fe where the minimum wage is \$14.03 per hour.⁴² The top three employers statewide are the New Mexico State Government, the United States Federal Government, and Walmart.⁴³ As of March 2023, the unemployment rate in New Mexico was 3.5%⁴⁴, 2.7%⁴⁵ in Santa Fe, and 2.8%⁴⁶ in Albuquerque.

In 2014, the New Mexico Center on Law and Poverty and the Mexican American Legal Defense and Education Fund separately sued the State of New Mexico, alleging that education officials had failed to provide adequate education for low-income students, English-language learners, Native students, and students with disabilities.⁴⁷ These suits were consolidated into one lawsuit: *Yazzie and Martinez v. State of New Mexico*. In July 2018, a judge ruled in favor of the plaintiffs, and gave the state until April of 2019 to take action to provide sufficient funding and resources to provide all New Mexico students with a uniform and sufficient education that will prepare them for higher education and careers.⁴⁸ The suit, commonly referred to as *Yazzie-Martinez*, is an important benchmark for the data observed in this project, and will be referred to regularly in the analysis section.

The COVID-19 pandemic that began in 2020 caused unprecedented disruption to daily life, especially for young people, whether they were in school, new to their careers, or caring for young children themselves. Public K-12 schools in New Mexico operated entirely or partially remotely from March 2020 to April 2021. In 2021, President Joseph Biden signed the American Rescue Plan Act in response to ongoing economic hardship caused by the COVID-19 pandemic. The state of New Mexico, all seven Northern New Mexico counties, all 18 tribes, nations, and pueblos, all municipalities, K-12 schools, and higher education institutions, including several vocational schools within the region, received relief funding from the American Rescue Plan. When combined with funding from other relief packages, the region received around \$800 million in funding.⁴⁹ The type, amount, and spending deadlines for all of these funds are detailed in Appendix B. Most of this funding has very flexible use allowances, some of which would meet the parameters of this project. However, we will not be examining these funds as part of our analysis of public investments because they are so large and generalized that they would skew the dataset, and because the reporting on their specific uses is neither complete nor consistent across recipient institutions.

IV. Methodology and Data Limitations

Project Methodology

The data collected for this project consisted of federal, state and county budget appropriation data and private philanthropic investments from calendar years 2017 - 2022 for funds supporting positive impacts and outcomes for youth aged 12 to 29 across the eight college and career pathway intervention areas.

From each entity, Children's Funding Project staff sought the following data: funding stream names and descriptions; fiscal year appropriation amounts; county geographic or tribal funding footprint; originating and administering agencies; primary and secondary intervention areas; ages and eligible populations supported by funds; grant structure and process; and length of funding cycle. The data was analyzed and is presented in this report using tools from Microsoft Suite.

Children's Funding Project worked with the Strategy Table Fiscal Mapping Subcommittee (Strategy Table Subcommittee) to develop a data collection tool and protocol whereby the members of the Strategy Table Subcommittee collected, organized, and returned Strategy Table member data to Children's Funding Project staff. In order to gather a more holistic picture of philanthropic activity in the region, Strategy Table Subcommittee members identified additional funders active in the region and ultimately three of those funders, the Conrad N. Hilton Foundation, the LOR Foundation, and the New Mexico Educational Assistance Foundation (NMEAF), shared their data with the project. Additionally, Children's Funding Project developed a survey specifically for Strategy Table members in order to collect deeper qualitative data on the strategic goals and limitations of Strategy Table member organizations.

Children's Funding Project collected federal data by using the advanced search function on USASpending.gov. This website is run by the U.S. Department of the Treasury and is the official source of U.S. federal government spending data. This methodology translated well into our data

collection tool, providing transaction-level data that could be tracked from the original federal agency, down through state and local intermediary agencies, and to the final funding recipient.

When searching for data at the state level, Children's Funding Project conducted inquiries via email and Zoom with staff from the following New Mexico State Government departments:

- Children, Youth and Families
- Corrections
- Energy, Minerals and Natural Resources
- Higher Education
- Indian Affairs
- Public Education
- Workforce Solutions

Children's Funding Project took a similar approach to data collection for each county and the two largest cities in the region, Rio Rancho and Santa Fe, identifying programs and services of potential relevance to the project. Most county representatives informed us that the programs relevant to our project were funded by federal or state dollars, and very little county-generated revenue appeared to be invested in youth, education, or workforce programs. Although these conversations did not result in a great deal of new data for our tool, we gained some insight into the relationship between counties and tribal nations, counties and the higher education system, and generally the kind of support counties would hope to see from the philanthropic community. At the end of our data collection period, we had spoken with representatives from five counties. We were unable to speak with anyone from Mora and Santa Fe Counties or from Rio Rancho and Santa Fe City, relying instead on document review of available online records.

Finally, Children's Funding Project reached out to representatives of the region's tribes, nations, and pueblos. Tribal budget data is not publicly available, so any data we were to collect from these communities had to be given to us with mutual understanding of its intended use. Of the eighteen communities we reached out to, we engaged in conversations with twelve, and ultimately three communities agreed to share limited budget data with us. This data is only a small sample of what the region's tribal nations are investing in their youth, but it gives us insight into the kind of work that is ongoing and the need that may be present in these communities.

Limitations and Lessons Learned

A primary limitation to the consistency and accuracy of the data we collected was variability in stakeholder interpretation of our project goals and data requests. Children's Funding Project engaged some tools to limit this variability, such as the shared intervention area definitions (see Appendix A), a short video tutorial for filling out the tool, and agreed upon protocols for data collection. We also performed extensive data cleanup to boost consistency across the dataset.

Retrospectively, we also would have been more mindful and strategic about our timeline for contacting stakeholders and collecting data. We attempted to collect data between October 2022

and April 2023. During this time, there were elections, major holidays, and the inauguration of new administrations, which affected the response time and priorities of our private, public, and tribal stakeholders.

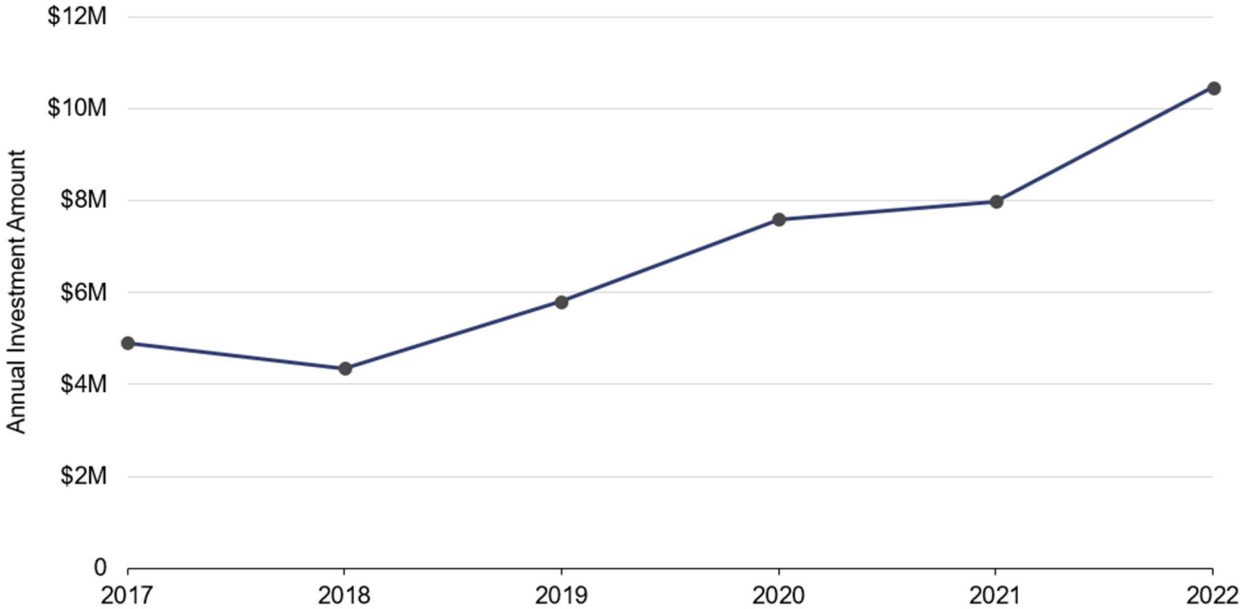
We also gained a deeper understanding of the importance of having established relationships within those communities and offices that we sought data from. Cold emails and phone calls often lead to dead ends but having personal and professional connections in offices usually resulted in quick, enthusiastic responses.

V. Overview of Findings

Philanthropic Investment

Strategy Table members and other philanthropic partners provided us with data on 748 unique investments made between 2017 and 2022 totaling over \$41 million. All dollar figures in this report have been inflation-adjusted to 2022 dollars.⁵⁰ While this data does not represent all philanthropic giving for college and career pathways in Northern New Mexico between 2017 and 2022, it should be viewed as a representative sample. Figure 5 shows that this investment grew almost every year, and between 2017 and 2022, it more than doubled, from just under \$5 million in 2017 to just under \$10.5 million in 2022.

Figure 5: Total Annual Philanthropic Investments for College and Career Pathways in Northern New Mexico, 2017-2022



These investments were made by 17 different philanthropic organizations. While only 14 organizations directly contributed data to this project, some funders provided us with data on funding that passed through them from other organizations, or data on investments made in

partnership with other funders. This group of data is contained within the sections labeled “Non-Project Contributing” in figures 6 and 7.

Figure 6: Number of Investments by Funder and Affiliation with Strategy Table

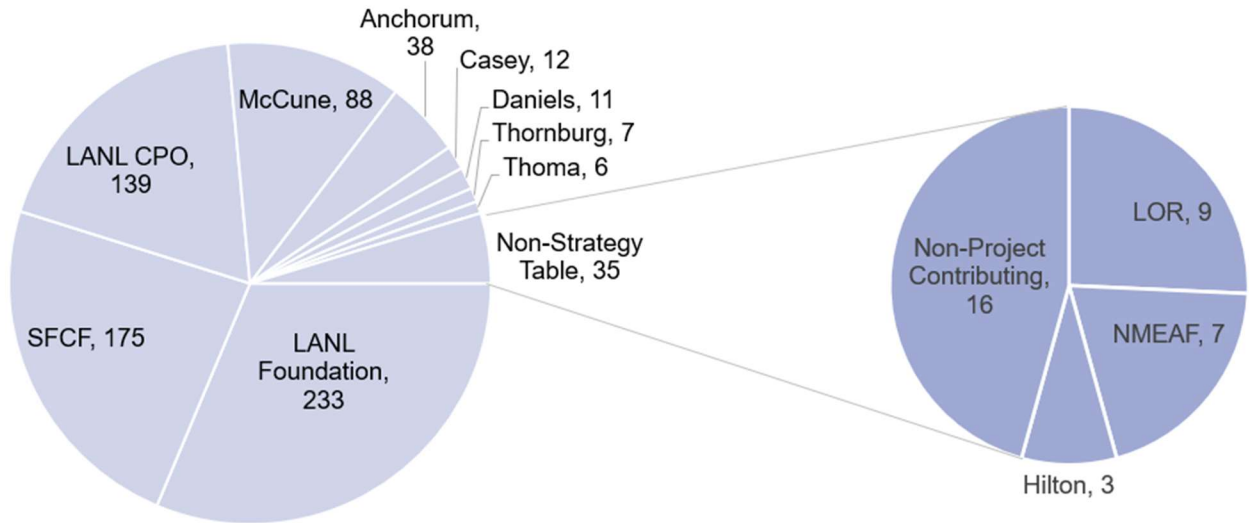
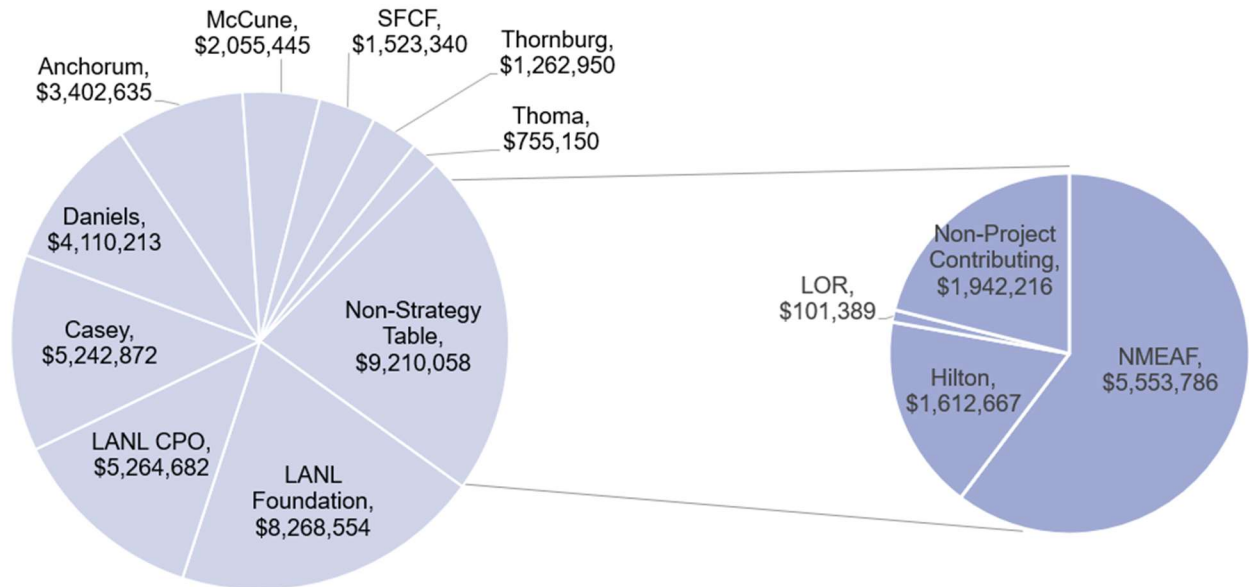


Figure 7: Investment Amount by Funder and Affiliation with Strategy Table



These 748 investments were spread across 244 unique organizations, including local nonprofits, businesses, K-12 schools, colleges and universities, libraries, museums, Native and tribal organizations, faith organizations, and other local philanthropic organizations.

Public Funding

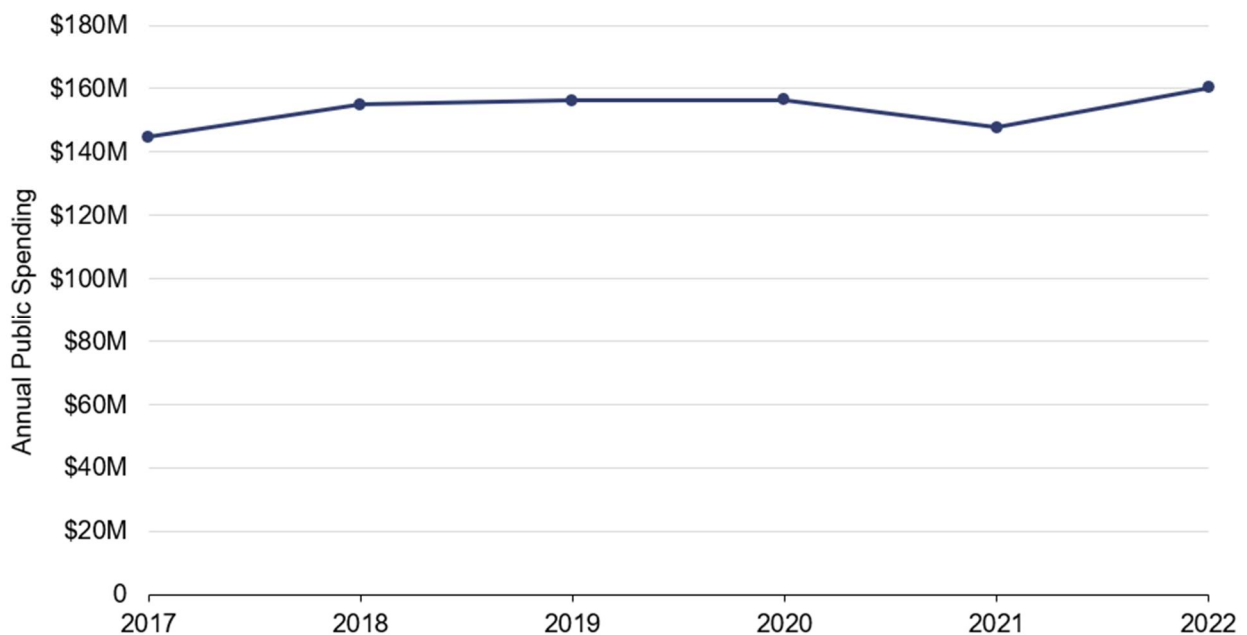
We were able to identify 222 unique public funding streams⁵¹ that fit the parameters of our project, totaling \$920.8 million, between 2017 and 2022. This group of funding streams was comprised of 29 unique federal programs, 30 unique state programs, and a handful of county and city-level programs. Figure 8 shows how much funding originated at each level of government. The amount originating with counties may seem low, but we consistently heard from county-level officials that youth programs and college and career pathways are not priorities for counties to invest their own revenues in. Counties administer many programs for youth but use federal and state dollars to do so.

Figure 8: Public Funding by Level of Government

Level of Government Where Funding Originated	Funding, 2017-2022
Federal	\$405.7 million
State	\$495.3 million
County	\$1.73 million
City	\$18.1 million

Figure 9 shows that public funding was very consistent between 2017 and 2022, averaging \$151.7 million annually, and never fluctuating by more than 7.3% annually. From 2017 to 2022, annual public investment increased by just under 11%.

Figure 9: Total Public Investment, 2017-2022



Public funding was spread across 96 unique recipients, which included state, county, city, and tribal government agencies and entities, public and private K-12 schools, higher education institutions, and for-profit and nonprofit organizations. The bulk of this funding coming from the federal and state governments means that the majority of the activities these grantees engaged in were more prescribed and formulaic than those that philanthropic grantees engaged in. Some of the largest programs were scholarships, Workforce Innovation and Opportunity Act activities, Twenty-First Century Community Learning Centers, Indian Child and Family Education, New Mexico Youth Conservation Corps, New Mexico Advanced Placement Test Subsidies, and the New Mexico Near-Peer Tutoring Program.

VI. Analysis and Comparison of Philanthropic and Public Funding

How Is Funding Distributed across the Seven-County Region?

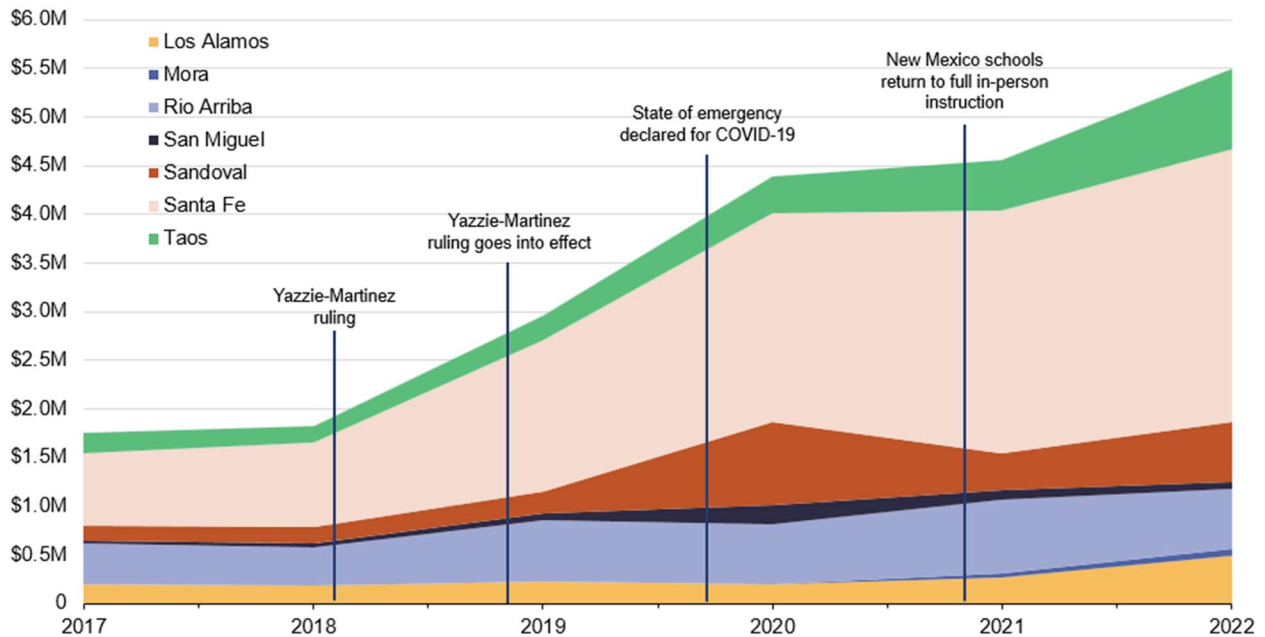
This section analyzes both philanthropic and public funding as it was distributed across Northern New Mexico by determining where every investment and funding stream landed. When referring to funds “landing” somewhere, we are referring to where funding was used for its primary intended purpose. If Rio Arriba County offered an internship program, funding for the program “landed” in Rio Arriba County. If a non-profit provided online college access services to all New Mexicans, the funding “landed” statewide. In the case of funding “landing” in multiple counties at once, such as when a non-profit offered summer programming at sites in three counties, the funding was considered split across those counties. In cases where we did not have county-by-county breakdowns of funding, we created proxy estimates of county-by-county funding by assuming a proportional division of total program funds based on county population, and, where possible, the county sub-populations targeted by the program. While this is not a fully accurate way to present these funds, the Strategy Table Subcommittee felt this was a sufficiently appropriate method for our purposes.

How is philanthropic investment distributed across the seven-county region?

Figure 10 shows how philanthropic organizations distributed their funding across the seven counties in Northern New Mexico from 2017 to 2022. The total shaded area on the chart represents total investment between 2017 and 2022. The shaded area above each year represents total investment for that year. Each differently-shaded section of the total area represents a proportion of total investment. For example, in 2017, Rio Arriba County received \$423K in philanthropic investment, and that amount is represented by the light blue area above the 2017 marker on the bottom axis. In that same year, Santa Fe County received \$737K in philanthropic investment, and that is represented by the light pink area above the 2017 marker on the bottom axis. These amounts, plus the investment amounts for the five other counties, add up to \$1.75 million in total investment for 2017.

This graph also includes markers for two significant events that may have affected philanthropic investment in the region: the Yazzie-Martinez ruling, and the COVID-19 pandemic. While the Yazzie-Martinez ruling did not implicate any private funders, it did generally bring attention to the need for equitable funding of college and career readiness programs, especially for underrepresented youth. The COVID-19 pandemic caused unprecedented disruption to the lives of children and youth, with the abrupt closure of schools and the indefinite suspension of many youth-serving programs and services. As funding appears to have increased steadily across all counties across the six-year observation period, it is difficult to say if either of these events had any direct impact on philanthropic investment in the region.

Figure 10: Philanthropic Investment by County, 2017-2022



Note: Year markers along x-axis represent June of the indicated year. This chart excludes regionwide and statewide philanthropic funding.

On average, funding by county increased more than 200% between 2017 and 2022, but this increase was not even across counties. Sandoval County’s population (151,000) is close to that of Santa Fe County (155,000), and Sandoval County’s youth population (34,000) is larger than that of Santa Fe’s (30,000), but investment in Santa Fe County outstrips that of Sandoval County and all other counties by several times. Rio Arriba County, which has a population (40,000) less than a third the size of Sandoval County’s, received more investment than Sandoval in every year except 2020. Los Alamos County is the second least populous (19,000) county in the region, but received three times as much investment as San Miguel County whose population is almost 30% larger. It may be worth noting that the median annual household income in Los Alamos County is almost four times that of San Miguel County, and the proportion of San Miguel County that is non-white is significantly higher than that of Los Alamos County.

There is a better correlation to population size when looking at average investment size by county. Figure 11 shows the region’s two most populous counties at the high end of average investment

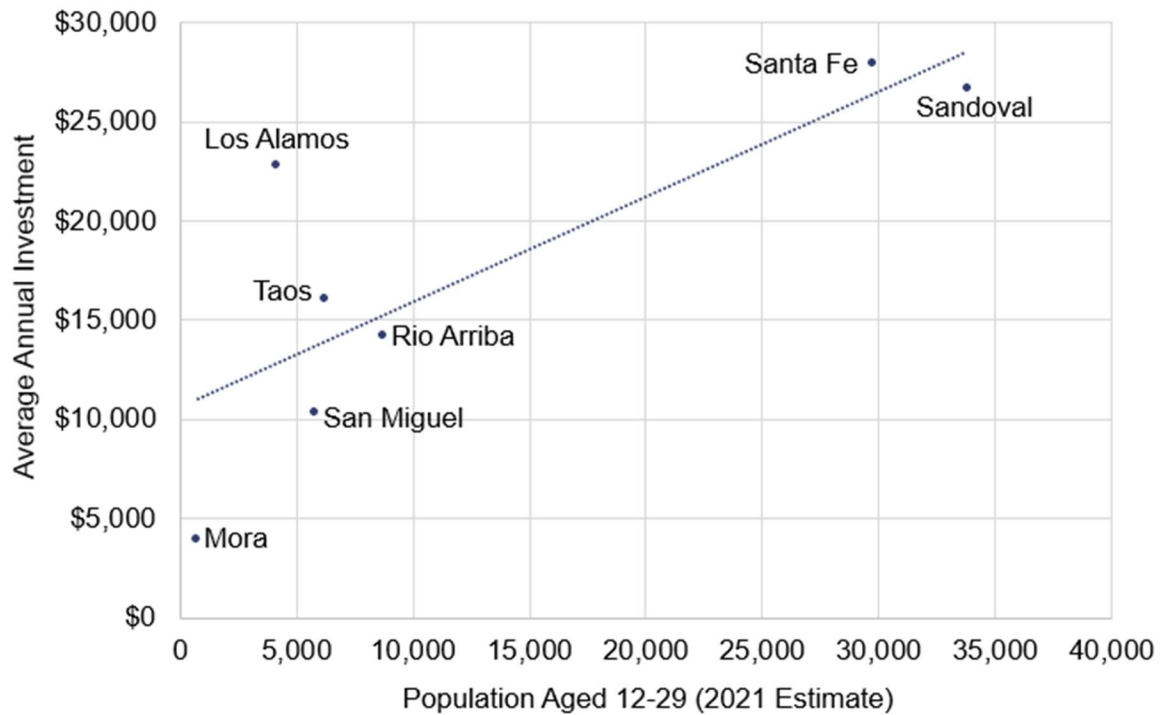
size, and the two least populous at the low end of average investment size. Presumably, larger investments were made to serve larger populations.

Figure 11: Average Single Philanthropic Investment by County



While it makes sense for average investment size to increase with population size, we cannot necessarily tell whether these investments are appropriate for county population size from this chart alone. Figure 12 shows the correlation between the estimated 2021 (the most recent year for which this data was available) youth population and the average county investment for 2021. While only having seven counties to extrapolate trends from means that statistical confidence is low, we can still look at these counties on a scatter plot as long as we remember that there are many other variables affecting any trends we may see. In figure 12, the dotted blue trendline represents what the average investment size would be expected to be for a given youth population size. Those counties that fall below the dotted blue trendline (Sandoval, Rio Arriba, San Miguel, and Mora Counties) received less than the expected average investment for their youth populations, while those above the trendline (Los Alamos, Taos, and Santa Fe Counties) received more than the expected average investment.

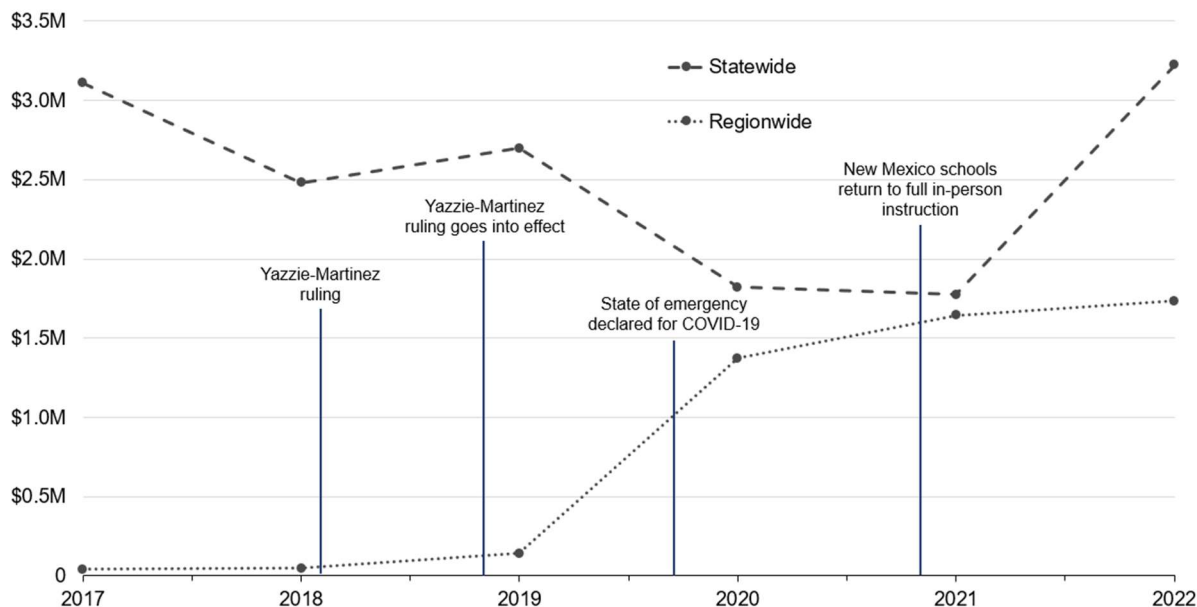
Figure 12: Correlation between Average Investment Size and Youth Population



Statewide and regionwide philanthropic investment

Not all philanthropic investment was depicted in our discussion of fund distribution across counties. Over \$20 million in philanthropic investments were made on a statewide or regionwide basis, representing about half of all identified philanthropic funding. Statewide investment refers to those investments that went toward services or programming available to all New Mexico residents. Regionwide investment refers to those investments that went toward services or programming to all residents of the seven-county Northern New Mexico region. Figure 13 shows the trend in these types of investments from 2017 to 2022.

Figure 13: Statewide and Regionwide Philanthropic Investment in College and Career Pathways, 2017-2022



Note: Year markers along x-axis represent June of the indicated year.

Interestingly, the investment trends for the two sets of funds appear to mirror one another, especially from 2019 onward. This could indicate a reaction to the COVID-19 pandemic, with funders working in the Northern New Mexico region pivoting from a statewide approach to a more localized approach. Then, as the severity of the pandemic waned, reinvesting in statewide programs, while maintaining a new, higher level of funding at the regional level.

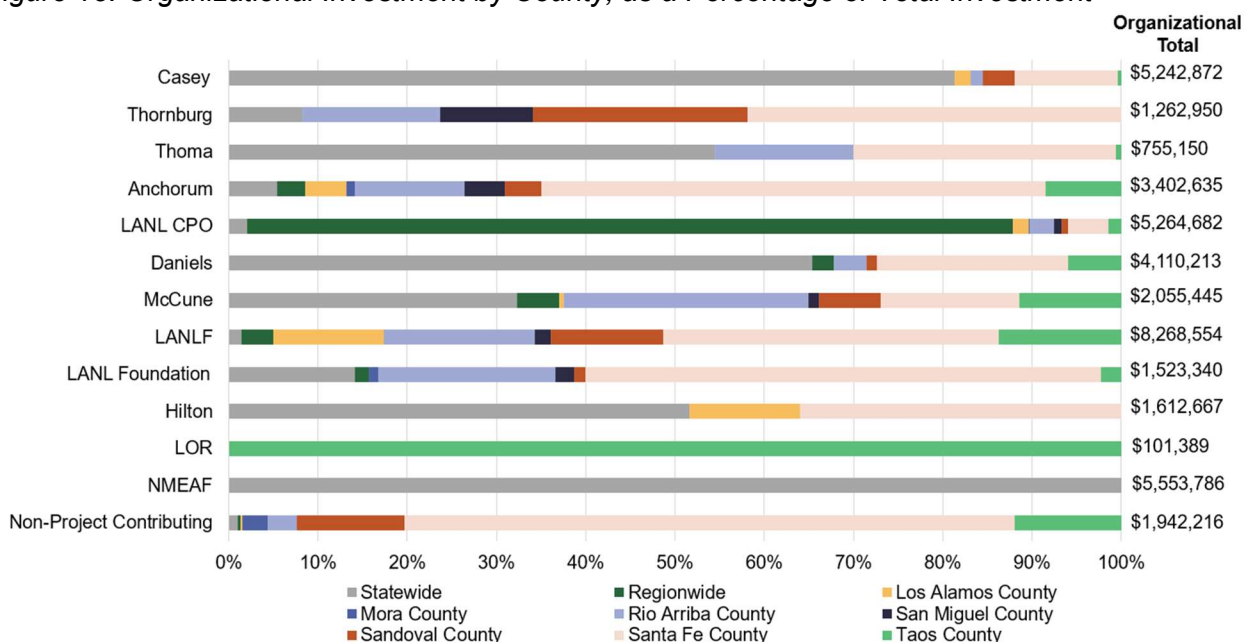
Figure 14 provides some context for total statewide and regionwide investment. While the statewide total was significantly higher than the regionwide total, the average size of a single regionwide investment was larger than statewide ones, even though the regional youth population is a fraction the size of the state youth population. Referring back to the trend from figure 13, this may be reflective of the move by funders, starting in 2020, to focus investment more locally.

Figure 14: Statewide and Regionwide Investment by the Numbers

	Total Investment Size, 2017-2022	Average Single Investment Size, 2017-2022	Youth Population (2021)
Statewide	\$15,103,125	\$86,800	503,735
Regionwide	\$4,986,988	\$89,053	89,217

Finally, figure 15 explores how each organization in our dataset invested their funds geographically. Each colored section of a bar represents the percentage of that organization’s investments made statewide, regionwide, or in a specific county.

Figure 15: Organizational Investment by County, as a Percentage of Total Investment



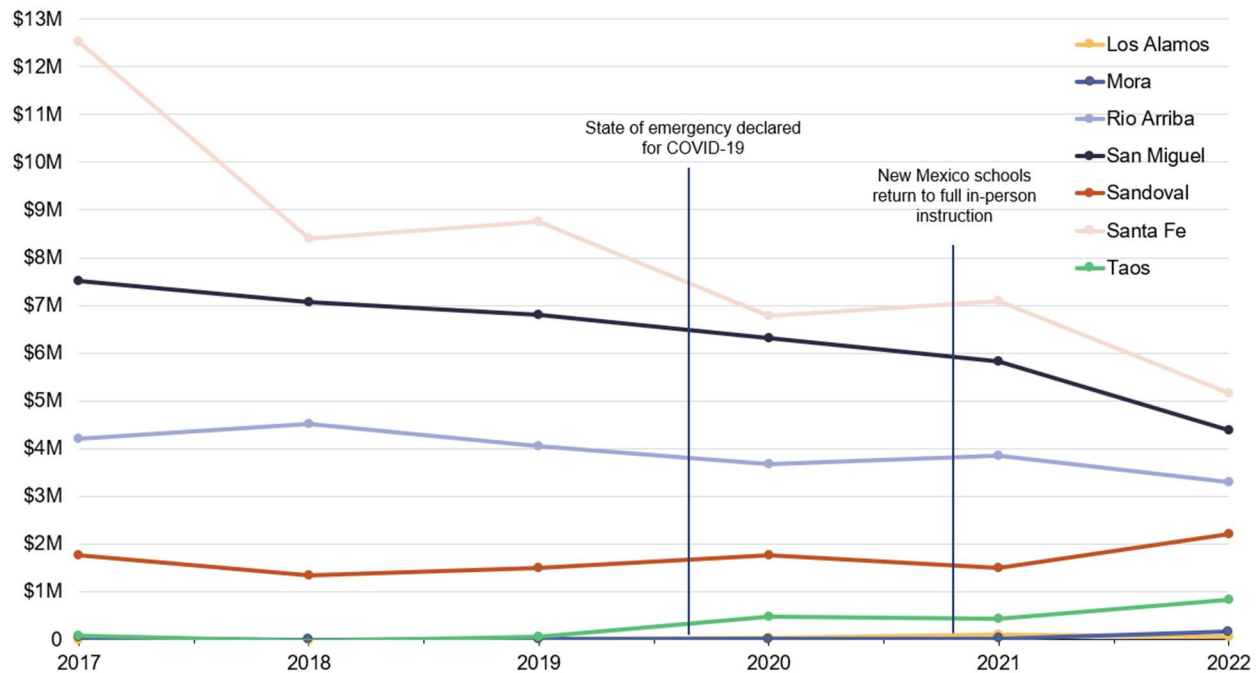
Some organizations are invested heavily in a statewide approach, such as the Casey Foundation, the Thoma Foundation, the Daniels Fund, the Hilton Foundation, and the New Mexico Educational Assistance Foundation (NMEAF), which reported making all of its investments on a statewide basis. LANL CPO made almost all of its investments on a regionwide basis. When we look at regionwide philanthropic investments, most of what we are looking at is LANL CPO investments.

Santa Fe County sticks out as the most heavily invested-in county for most organizations. Anchorum St. Vincent and the SFCF made a majority of their investments in Santa Fe County, and the Thornburg and LANL Foundations made a plurality of their investments in Santa Fe County. Some organizations spread their investments across most of the region's counties, such as Anchorum St. Vincent, the LANL Foundation, the McCune Foundation, and the SFCF. Others, like the Thoma and Thornburg Foundations concentrated their investments in a subset of counties. The LOR Foundation stands out as having only invested in Taos County.

How is public funding distributed across the seven-county region?

Figure 16 displays federal funding by county, and figure 17 displays state funding by county. Funds allocated for statewide use, from both the federal and state level, are in their own separate graph, figure 18. This is because statewide funding is substantially higher than county-level funding, and therefore would not display well on the same graph as county-level funding.

Figure 16: Federal Funding by County, 2017-2022

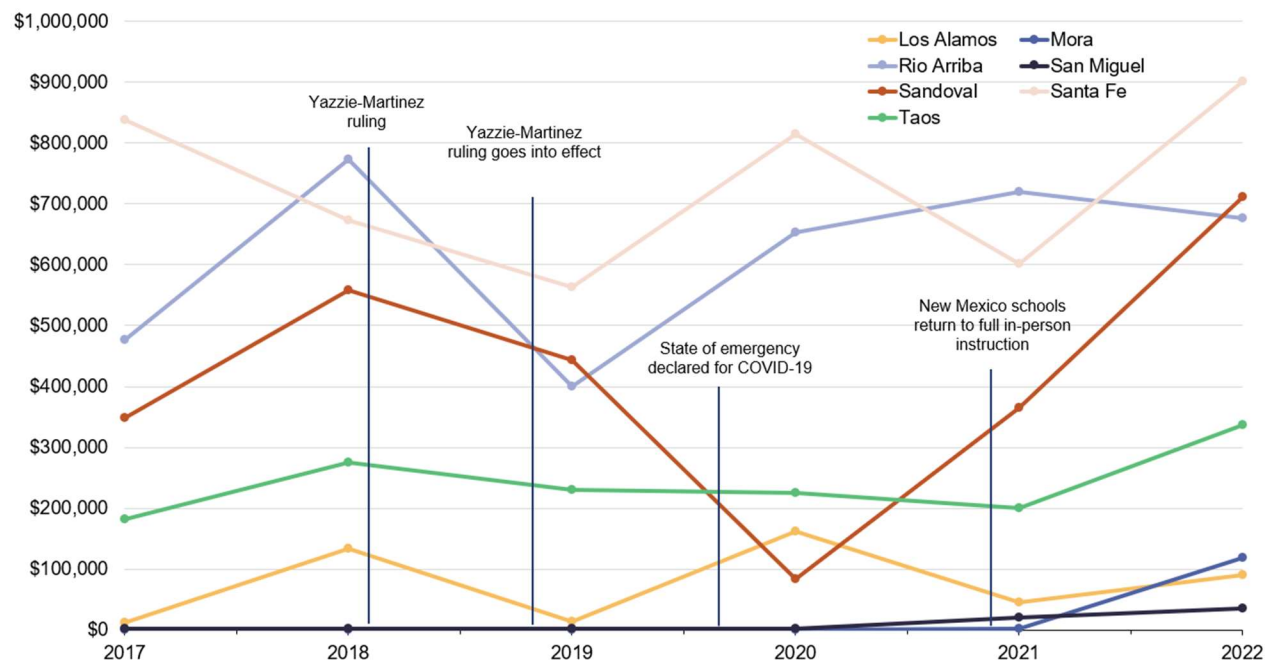


Notes: Year markers along x-axis represent June of the indicated year. Unlike other sections where we have favored area graphs, we chose a line graph for this data because smaller counties were essentially erased in an area graph but can still be seen on a line graph. This chart omits approximately \$12.5 million in funding for the Bureau of Indian Education’s Indian Child and Family Education Program received by two Navajo Nation schools in Sandoval County in 2018 and 2021. Omitting this single funding stream allows us to view a more accurate picture of aggregated federal funding in the county.

Overall, federal funding to counties declined from 2017 to 2022. While Los Alamos, Mora, Sandoval, and Taos Counties received more funding in 2022 than they did in 2017, funding decreased substantially for Santa Fe, Rio Arriba, and San Miguel Counties. This decline came from a decrease in federal funding primarily for scholarships and other higher education support programs, such as the Federal Supplemental Educational Opportunity Grant, the Bureau of Indian Education Higher Education Grant, Pell Grants, and TRIO Student Support Services. These three counties have the most students enrolled in public and tribal higher education institutions in the region, and scholarship programs provide substantial amounts of funding to higher education institutions every year. When funding for higher education programming changes, those counties with the largest populations of higher education students will see the largest changes in their funding.

We marked the beginning of the COVID-19 pandemic and the return to in-person K-12 instruction in figure 16 in order to see if non-pandemic relief federal funding was affected by the COVID-19 pandemic. However, from this graph, it is difficult to say if any trends in funding correlate with the pandemic.

Figure 17: State Funding by County, 2017-2022

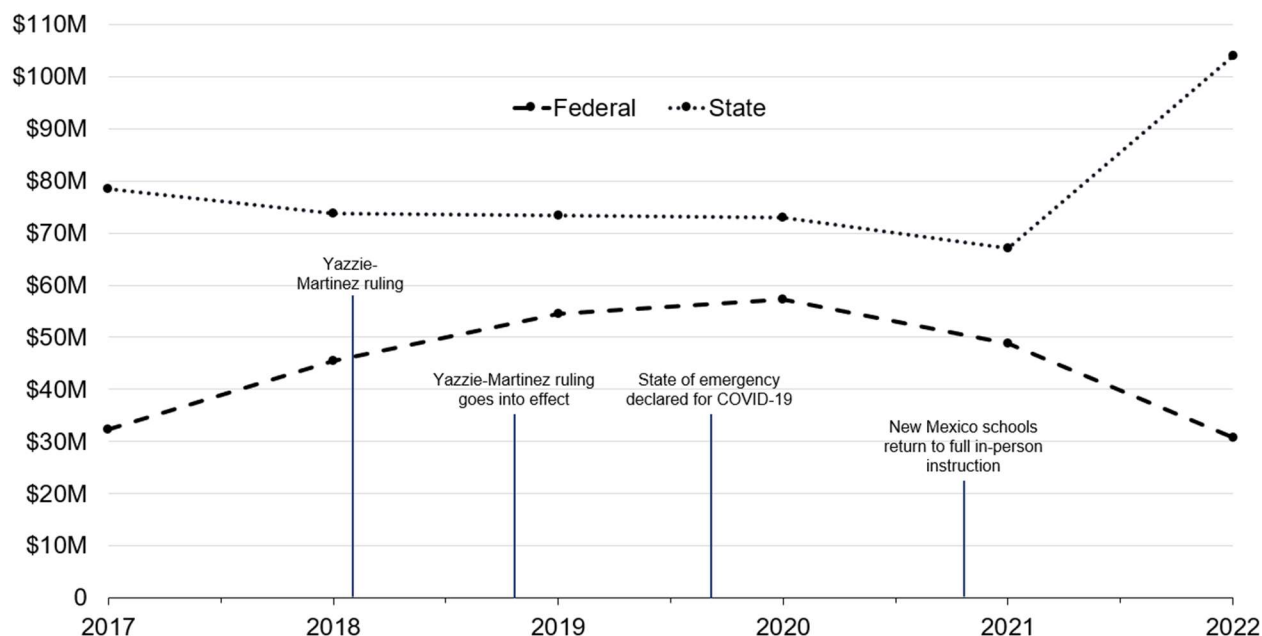


Notes: Year markers along x-axis represent June of the indicated year. Unlike other sections where we have favored area graphs, we chose a line graph for this data because smaller counties were essentially erased in an area graph but can still be seen on this line graph. Funding from the state to the Sandoval County Detention Center for juvenile education programs has been omitted from Sandoval County's total here because it was large enough to skew the perception of state funding to the county. We felt a more accurate picture of federal funding in Sandoval County was made by excluding these funds. The drop in funding in Sandoval County in 2020 was caused mostly by the end of several Youth Conservation Corps programs.

In figure 17, state funding appears much more variable than federal funding. However, differences between each county's funding are substantially smaller, in this case, less than \$1 million annually. As opposed to federal funding, every county received more state funding in 2022 than it did in 2017. Several programs introduced by the state in 2020 contributed to this trend. These programs include the NextGen CTE Program, a seven-year pilot program that funds high-quality CTE programs for middle and high school students⁵² and the Innovation Zones State Grant program, a program to reimagine and replace schools' approaches to college and career preparation⁵³. The increase in funding for college and career programs from the state could very well be evidence of the state complying with the court orders issued after the Yazzie-Martinez ruling.

Figure 18 also shows a sharp increase in state funding for statewide programs. The New Mexico Higher Education Department introduced \$36.5 million in new scholarship funding in 2022 alone, including the New Mexico Opportunity Scholarship.^{54,55} Federal funding for statewide programs decreased across programs between 2020 and 2022. This decrease is unlikely related to the COVID-19 pandemic, as funding had been increasing prior to the pandemic.

Figure 18: Statewide Funding by County, from Federal and State Sources, 2017-2022



Note: Year markers along x-axis represent June of the indicated year.

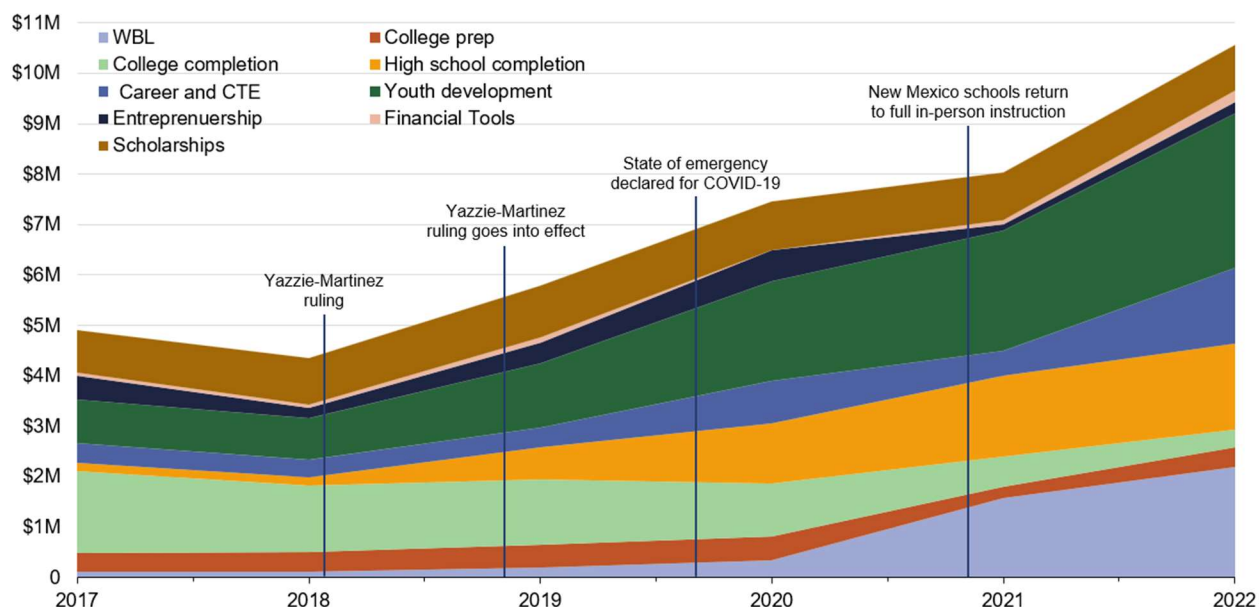
How Is Funding Distributed across the Eight Intervention Areas?

Every philanthropic investment and public funding stream was assigned to one of the eight intervention areas as it aligned with the funding’s primary programmatic objective. This section focuses on breaking down the data by these intervention areas. The Strategy Table Subcommittee was interested in the impact of scholarships on the data, as scholarships make up a large portion of the funding we tracked. Many of the figures in this section distinguish scholarship data from other college completion support data. Some organizations were only able to report scholarship data by county of residence of the recipient student and others were only able to report data by the institution where the scholarship was applied. Because of this inconsistency in data reporting, scholarship data has been excluded from county-level analyses in this section. Data on scholarship programs that were categorized as “statewide” have been retained.

How is philanthropic investment distributed across the eight intervention areas?

Figure 19 shows philanthropic investment in each intervention area from 2017 to 2022. Some intervention areas, such as scholarships and college preparation had relatively stable funding over time. Others, such as work-based learning, youth development and leadership, career development and CTE, and access to financial tools saw significant increases over time. Work-based learning in particular saw huge increases in investment after 2020. Interestingly, two intervention areas, entrepreneurship and non-scholarship college completion supports saw their annual investments decrease over time, specifically after 2020. These drop-offs in funding appear to be due to the end of, or a decrease in, funding for several large grant programs.

Figure 19: Annual Philanthropic Investment by Intervention Area, 2017-2022



Note: Year markers along x-axis represent June of the indicated year.

Figure 19 also shows in what areas funders prioritized investments. The largest amount was invested in youth development and leadership (\$10.4 million). The number (187) and variety of youth development and leadership investments demonstrates that this is a bit of a catch-all term for those programs that might not directly focus on college and career pathways, but provide enriching opportunities for youth that can help them build skills necessary for success in college and careers. Afterschool programs, summer camps, mentoring programs, academic enrichment programs, volunteering, and arts programs are just some examples of the kinds of programs funded by youth development and leadership investments. College preparation support, entrepreneurship training, and access to financial tools have the smallest total investments (\$4.9 million total from 2017 to 2022), suggesting these have not historically been priority areas for funders.

The following graph, figure 20, shows the average size of single philanthropic investments in each intervention area. Here we removed an outlier from college completion support, which was \$2.9 million for student loan interest reduction, the recipient of which was a group of student loan borrowers, and not a specific entity. Removing this one very large grant allows us to see that, on average, scholarship investments are the largest in our dataset. Two other intervention areas have, on average, investments that are larger than \$100,000: non-scholarship college completion support and entrepreneurship training. Entrepreneurship training had mostly small investments and a small number of large ones, without which, the average investment size would only be \$3,000. However, removing three out of twenty total investments would overcorrect for the skew caused by those investments, and would erase the fact that several funders saw fit to invest large amounts in entrepreneurship training. The remaining five intervention areas all average within \$25,000 of one another, suggesting that funders were generally investing similar amounts in these intervention areas.

Figure 20: Average Investment Size by Primary Intervention Area

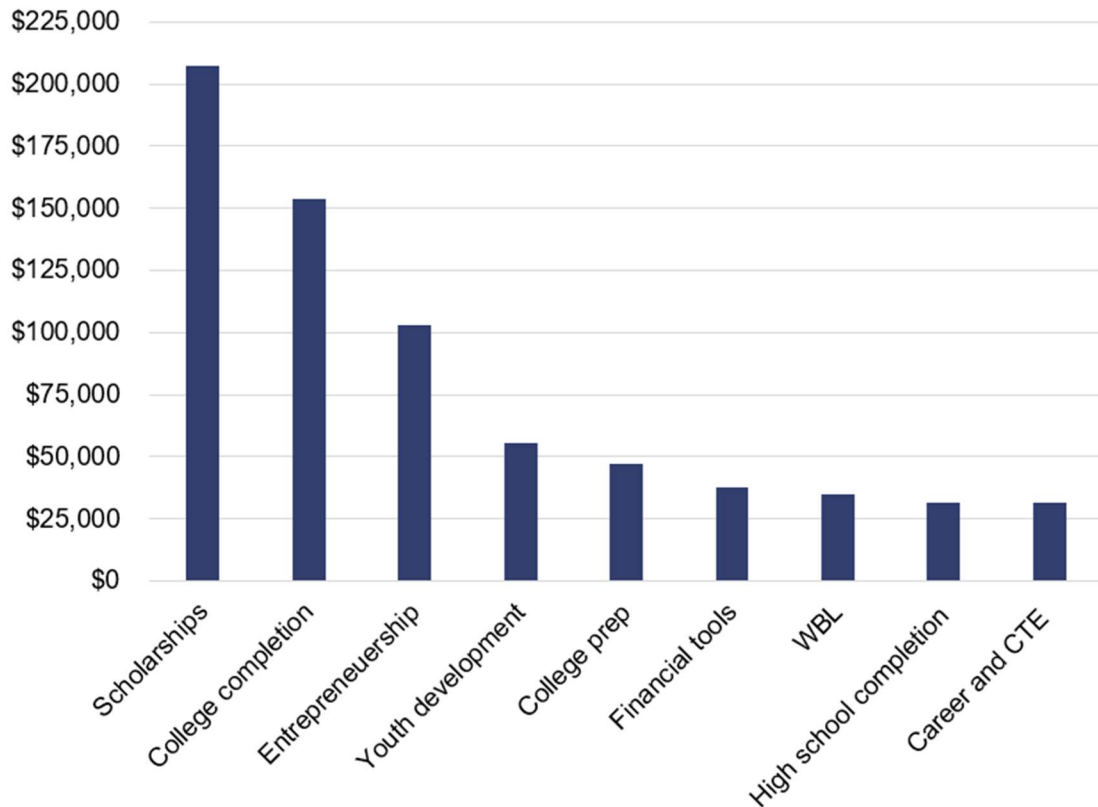


Figure 21 shows how investment in each intervention area is distributed geographically. Most counties saw investment in all or almost all intervention areas. Counties with larger populations and larger investments had better representation of intervention area investments. San Miguel, Mora, and Los Alamos Counties have the smallest populations, total investments under \$1 million, and see the poorest distribution of funding across intervention areas. These three counties also see little-to-no investment in college preparation support, despite the fact that these counties are home to a combined 3,500 middle and high school students.

Figure 21: Intervention Area Investments as a Percentage of Total Philanthropic Investment by County

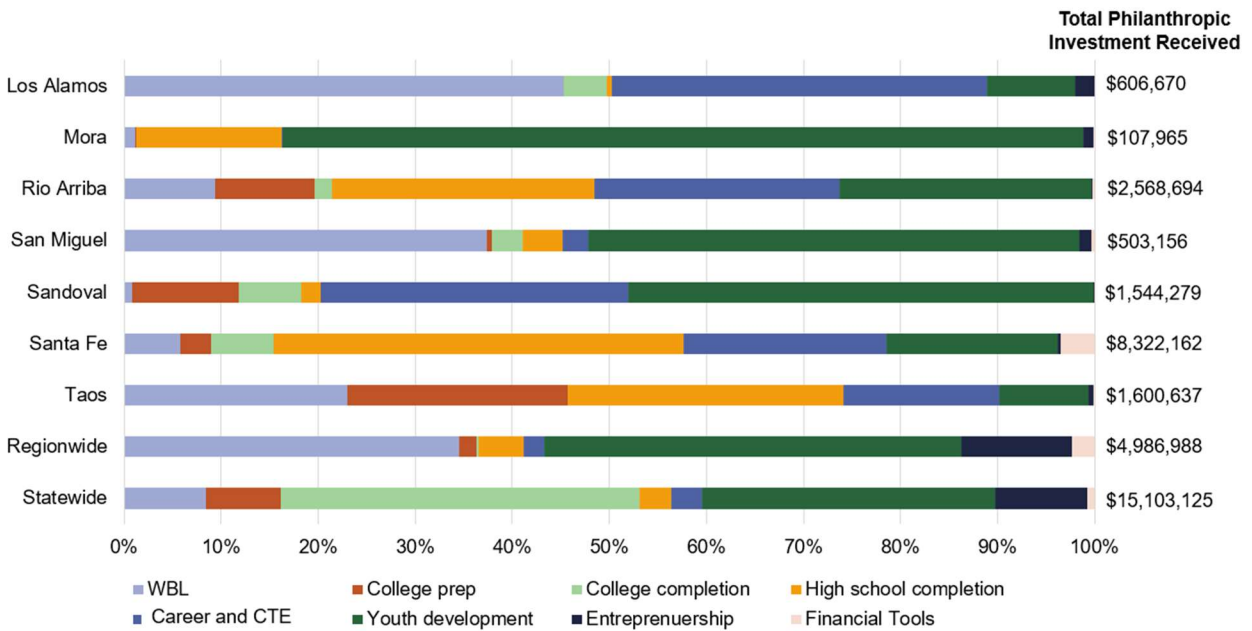
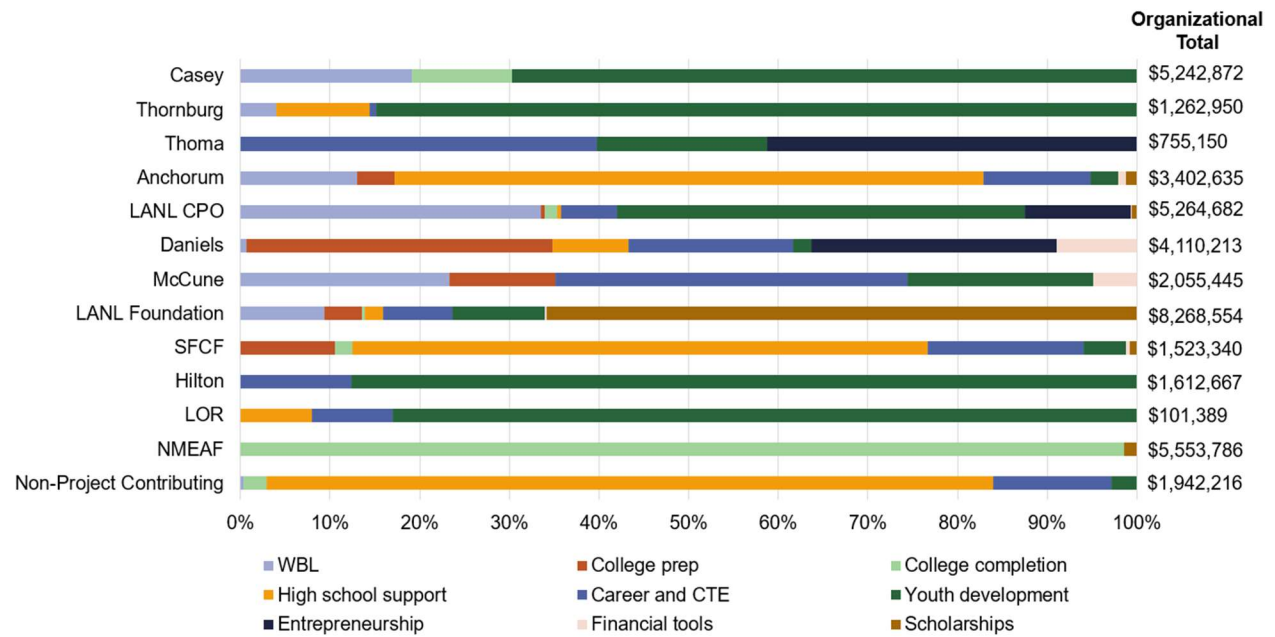


Figure 22 shows how investors have chosen to distribute their funds across intervention areas. We can see immediately that the Casey Foundation, the Thoma Foundation, the Hilton Foundation, the LOR Foundation, and NMEAF are more targeted in their investments, in that they only invest in three or fewer intervention areas. Other organizations invested in all or almost all intervention areas, including Achorum St. Vincent, the Daniels Fund, and LANL CPO. Still other organizations fell somewhere in between. From this kind of data we can begin to understand which organizations may have the greatest experience making grants in a specific intervention area and who may have relationships with the greatest network of service providers in a specific intervention area.

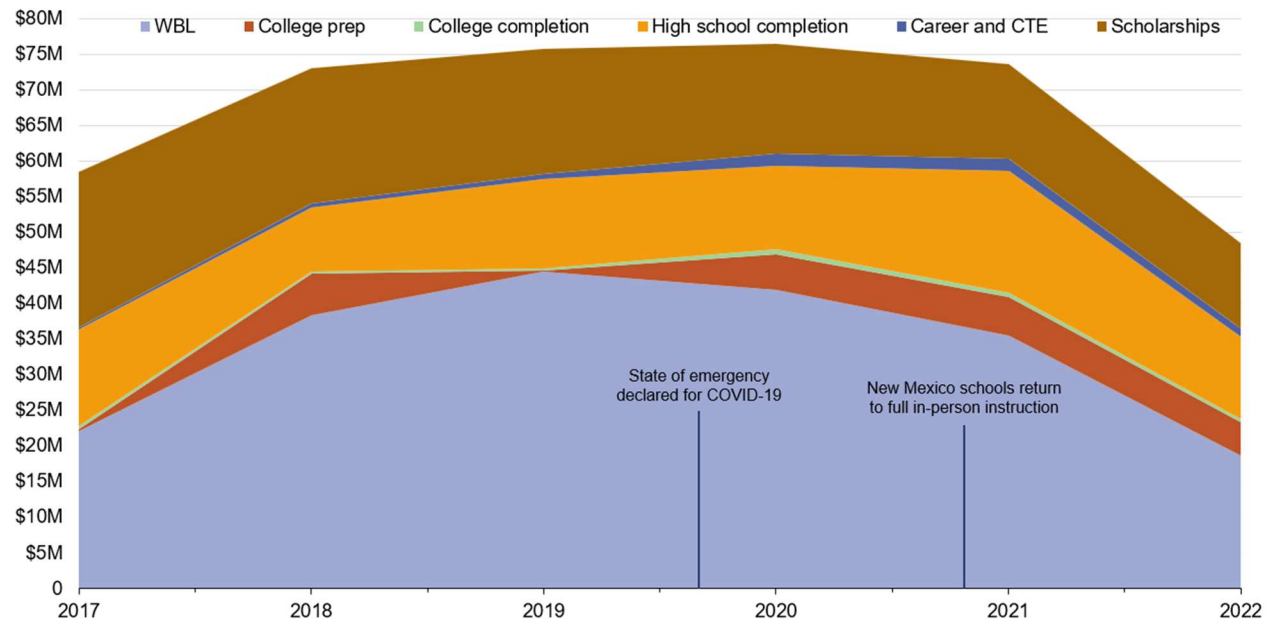
Figure 22: Philanthropic Investment across Intervention Areas as a Percentage of Total Spending by Institution



How is public funding distributed across the eight intervention areas?

Figures 23 and 24 show how the federal and state governments invested in each intervention area between 2017 and 2022.

Figure 23: Federal Funding by Intervention Area, 2017-2022

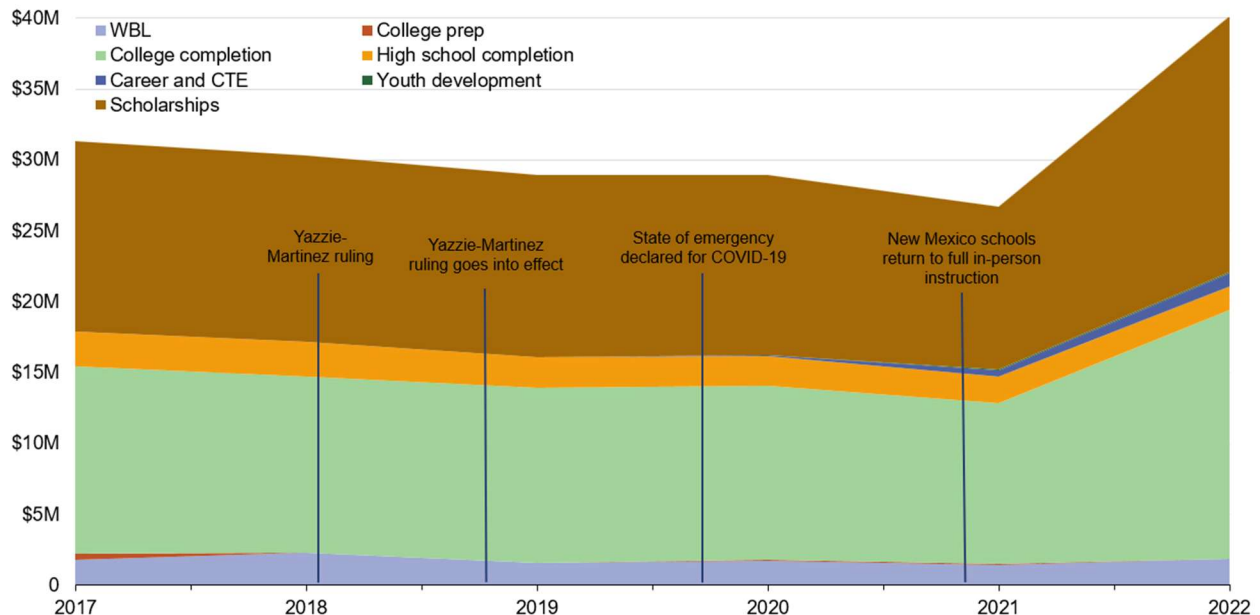


Note: Year markers along x-axis represent June of the indicated year.

Federal funding for all intervention areas appears to have peaked slightly in 2020, before dropping sharply in 2022, seemingly due to a significant decrease in funding for work-based learning

programs. State funding begins to peak after 2021. This seems unlikely to be related to the COVID-19 pandemic, as none of the funding streams tracked here are specifically for COVID relief, and funding levels in most intervention areas were relatively stable starting in 2018.

Figure 24: State Funding by Intervention Area, 2017-2022



Note: Year markers along x-axis represent June of the indicated year. State-allocated scholarship funding was only collected at the statewide level. We chose to estimate Northern New Mexico's cut of these scholarships as proportionate to its population, which is 20.4% of the state population. The scholarship amounts shown in this graph are equal to 20.4% of all state spending on scholarships. Because this is not a very accurate method of estimating funding, we only performed this action on this one category of funding to make it proportional to other state spending.

State funding remained relatively stable between 2017 and 2021. Then, in 2022, funding for both scholarships and other non-scholarship college completion programs increased considerably. This increase in scholarship funding is due to the state introducing \$36.5 million in new higher education scholarships in 2022, and infusing its teacher loan repayment program with an additional \$5 million.

All state funding identified as high school completion support in our data reflects the \$12.8 million for education programs at the juvenile detention center located in Sandoval County. While this is an important population to track funding for, it is also important to know that we identified no high school completion support funding for other populations when conducting our research.

None of the funding streams we identified at the state or federal levels targeted the areas of entrepreneurship training or access to financial tools. We did identify one state-level funding stream for youth development and leadership in 2021 and 2022 of \$50,000 annually for the state's Indigenous Youth Council. This is technically depicted in figure 24, but this amount is too small to be seen at this scale.

From these data, it is apparent that the federal and state governments concentrate their funding in three areas: career development programs, high school completion support, and higher education

scholarships. Career development programs administered by the federal government include Workforce Innovation and Opportunity Act programs and Perkins CTE grants. Programs administered by the state include New Mexico Youth Conservation Corps and the Nextgen CTE Program. Federal funding for high school completion support comes primarily in the form of Twenty-First Century Community Learning Center grants, Indian Child and Family Education grants, and several programs for justice-involved youth. From 2017 to 2022, the federal government provided almost \$100 million in funding for higher education scholarships to the state, through programs such as Pell Grants, Federal Supplemental Educational Opportunity Grants, and higher education grants through the Bureau of Indian Education. During that same time period, the state government provided \$400 million in scholarship funding statewide, which, when prorated based on Northern New Mexico’s population, works out to about \$81.7 million for the region.

Figures 25 and 26 look at this same data but broken out by county. In figure 25, we can see that every county received federal funding for work-based learning and career development and CTE programs. More populous counties also saw funding for high school completion support. Non-scholarship college completion support and college preparation support were less frequent across counties. Sandoval County’s high total funding amount is primarily due to the receipt of \$12.7 million in grants to two Navajo Nation K-12 schools. Despite being home to two higher education institutions, we were only able to identify two federally-funded, non-scholarship programs in San Miguel County. We identified three such funding streams for Los Alamos County and four for Mora County, despite those counties having a combined population less than that of San Miguel’s. No county had funding for all five intervention areas funded by the federal government.

Figure 25: Federal Spending across Intervention Areas as a Percentage of Total Spending by County

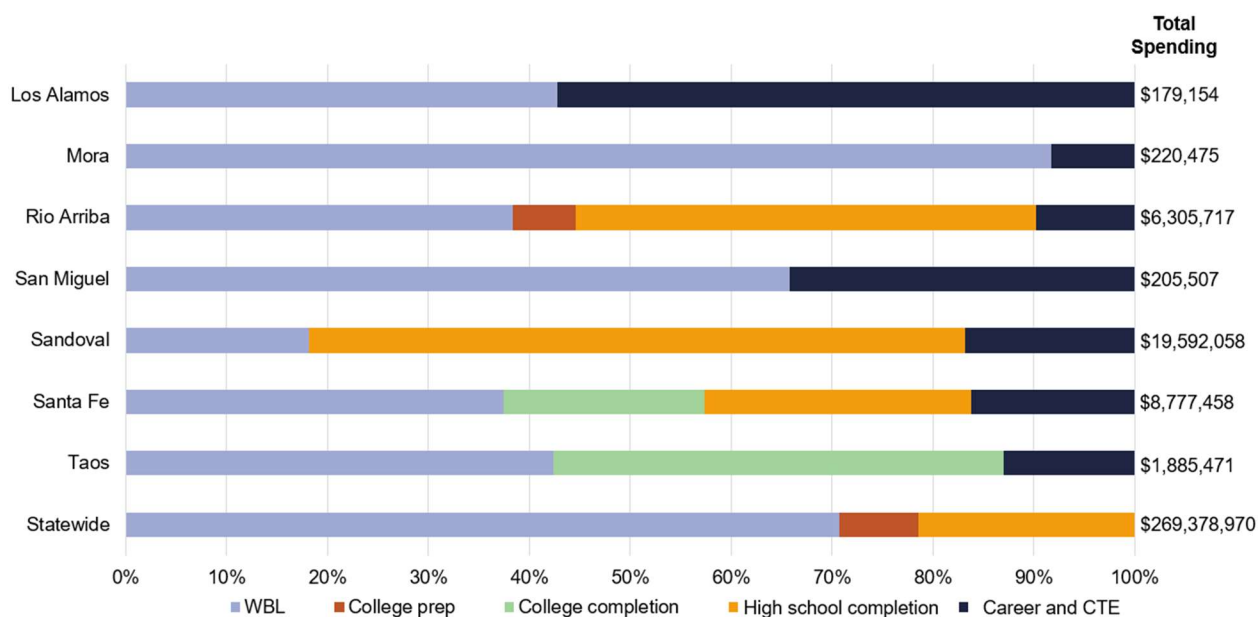
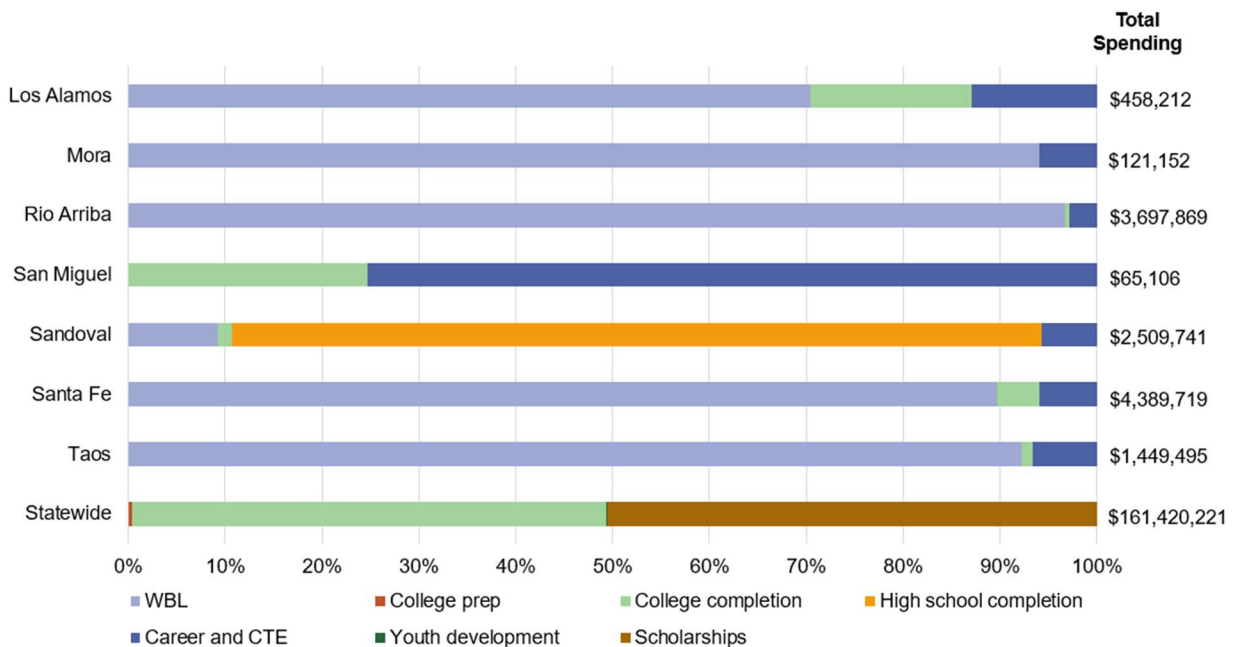


Figure 26 shows the same analysis with state-level data. The entirety of the \$81.7 million estimate of state scholarship dollars to the region is included in the bar representing statewide spending.

As before, state-level youth development funding is technically on this graph but is too small to see.

Figure 26: State Spending across Intervention Areas as a Percentage of Total Spending by County



Note: The \$12.8 million in high school support funding for justice-involved youth in Sandoval County was removed from this dataset, as it skews Sandoval County's data. Removal of scholarship dollars from the county level was unnecessary here as the state was not able to provide us with county-specific scholarship funding data.

Similarly to federal spending, almost every county received state funding for work-based learning and CTE programs. All state funding for work-based learning programs was for the New Mexico Youth Conservation Corps. These programs are run by schools, tribal nations, local governments, and nonprofits. San Miguel County is the only county that did not have one of these programs. College completion support funding is more prevalent across counties at the state level than the federal. The major source of CTE funding from the state was the NextGen CTE Program. Every public school district in the region was included in the program, as well as a number of charter and private schools.

What county- and city-level programs exist to support college and career pathways for youth?

As discussed in the methodology and limitations section, we had fewer touchpoints with local governments, and local governments had fewer publicly available budget documents for us to use in lieu of a full interview. When we were able to speak with officials in county governments, they were not able to identify many funding streams that fit with our project parameters funded by county revenue. Counties administer many federal and state grant programs that were of interest to us, but generally use their own revenue for things like infrastructure maintenance, utilities, housing, emergency services, and economic development generally targeted at businesses. We identified two county-level programs relevant to this project:

- Los Alamos County: JJAB is a local non-profit that works to reduce youth risk behaviors, facilitate positive youth development, and build resiliency through responsive, effective programming.⁵⁶ The Los Alamos County government has a contract with JJAB specifically for its restorative justice program. Between 2017 and 2022, the cost of this program was \$1.7 million.
- Rio Arriba County: The County dedicates \$10,000 annually to a scholarship fund for Northern New Mexico College.

We were unable to speak with anyone from local city governments, but we were able to find robust budget documentation for the two largest cities in the region: Santa Fe and Rio Rancho.

In Santa Fe, we identified the following funding streams, which totaled \$11.3 million between 2017 and 2022.

- Afterschool and summer programming provided at two teen centers;
- Juvenile justice services provided by the regional juvenile justice board;
- The Mayor’s Youth Advisory Board, which represents the youth community of Santa Fe, and advises the mayor on youth policy;
- The Mayor’s Children, Youth, and Community Cabinet, which supports community programs that promote the healthy development of children and youth ages birth to twenty-one by making grants to local community-based organizations.

In Rio Rancho, we identified the following funding streams, all provided by the city’s Parks, Recreation and Community Services department, which totaled \$6.8 million between 2017 and 2022.

- Summer camp programming;
- Youth sports and recreation programming;
- Keep Rio Rancho Beautiful, a program that provides environmental education and volunteer opportunities for students, youth, and the wider community.

While we were unable to conclusively determine whether other municipalities invest in their youth populations, having at least this sample of investments demonstrates that local governments acknowledge some of the needs of their youth populations, and that there is opportunity for further public investment and potential partnerships with private investors.

How Is Funding Distributed across Target Populations and Age Groups?

The Strategy Table expressed that the populations of greatest interest to the project were youth of color, opportunity youth, pregnant and parenting youth, and other underrepresented youth. When collecting data, we marked what population each investment primarily targeted. Our population categories fall into one of five overarching categories and are listed in figure 27. To see more detailed definitions of these population categories, see Appendix C.

Figure 27: Target Population Categories

Overarching Category	Populations
Targeted underrepresented youth: those groups explicitly mentioned in the project scope of work	Youth of color; Native Americans; Opportunity youth; Pregnant and parenting youth
Low-income: this term is determined by each program and therefore is quite broad	This population stands on its own because so many programs target this population alone
Other underrepresented youth: other groups that are considered underrepresented, but not explicitly targeted by the scope of work	Juvenile justice-involved; Homeless or housing insecure; Migrant; English Language Learners; Foster youth; Rural youth; Special needs/disabled youth
Not underrepresented: groups that are often the targets of funding, but are not generally considered underrepresented	Gender-based program eligibility; Higher education students; Programs with no specific population targets
Other: any other populations targeted by investments not included in our existing categories, whether underrepresented or not	Business owners; First generation students; Low-literacy adults; Educators; Veterans

We also collected information on the age groups that were targeted or eligible for funded programs. Every program was targeted to one of the age groups listed in figure 28. More detailed descriptions of these age groups can be found in Appendix C.

Figure 28: Age Range Categories

Age Group Name	Age Ranges
Children	Under the age of 18
School age	Ages 5 to 18
Middle school	Ages 12 to 14
High school	Ages 15 to 18
Opportunity youth	Ages 16 to 24
Young adult	Ages 18 to 24
Working-age adults	Ages 18 to 64
All ages	All ages eligible/targeted

Not every program fit perfectly into these age categories, but for each program we chose the one that fit best. For example, several programs targeted at youth aged 14 to 24 were categorized as targeting opportunity youth. Some programs targeted teens through age 20 or 21, and those were categorized as targeting high school students.

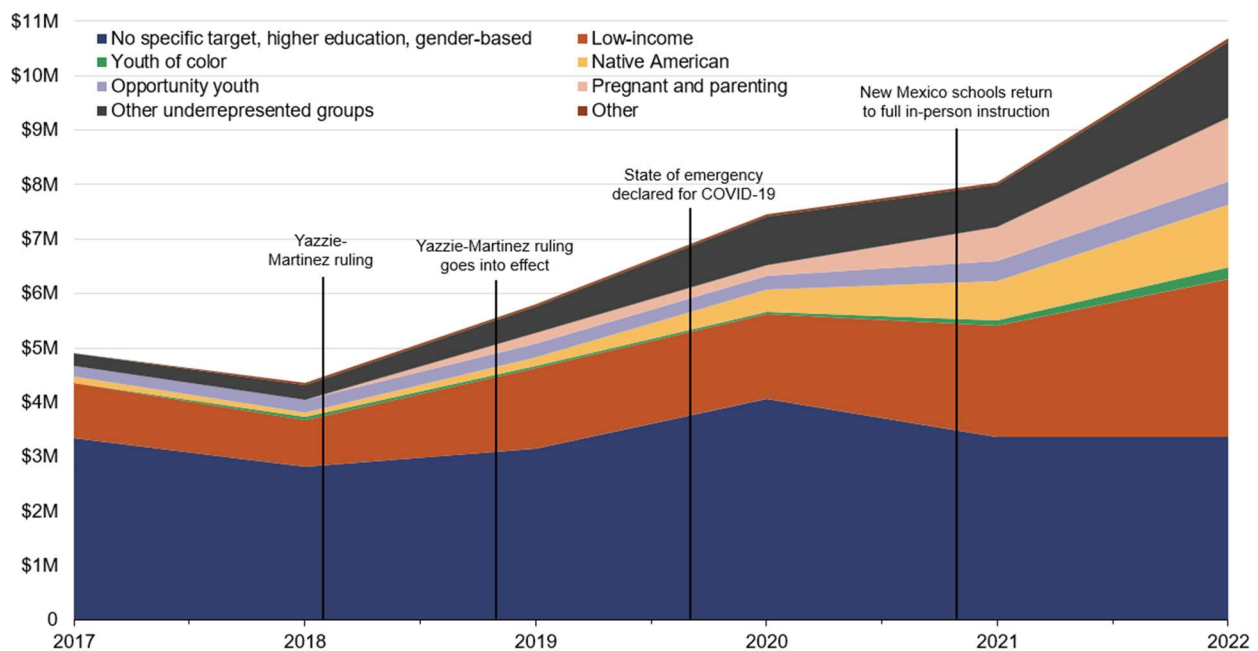
How is philanthropic investment distributed across target populations and age groups?

Figure 29 shows how total philanthropic investment was distributed across the various target populations between 2017 and 2021. We can immediately see that investment in programs targeting low-income youth, and programs that target the aggregated no specific target, higher

education, and gender-based group (aggregate group), far outstrip investment in any other populations. It should be noted that higher education scholarships represent about 28% of the total amount of the area the aggregate group. If scholarships were to be excluded, this area would still be 50% larger than the next largest area, programs targeting low-income youth.

Every group except the aggregate group saw significant increases in funding over time. In fact, while not necessarily visible here, every targeted group saw at least a 100% increase in funding between 2017 and 2022. The fact that the increase in funding came entirely from new programs that targeted underrepresented groups demonstrates that funders were making changes to their investment practices to meet the needs of more specific and underrepresented groups.

Figure 29: Total Philanthropic Investment by Target Population, 2017-2022



Note: Year markers along x-axis represent June of the indicated year.

Figure 30 depicts the percentage of each funder’s investments that were targeted to those populations of interest. We can immediately see a wide range of targeting strategies. Some organizations dedicated all of their investments to a single group, such as the Thornburg Foundation (opportunity youth), the LOR Foundation (the graph designates it as “other”, but it is all rural youth), the Hilton Foundation (pregnant and parenting youth), and NMEAF (higher education students). Four organizations, the Casey Foundation, Anchorum St. Vincent, the Daniels Fund, and SFCF targeted a majority or plurality of their investments to low-income youth. While being low-income is a marginalizing experience, here, “low-income” does not have a fixed definition, so these investments may not necessarily represent highly targeted strategies. Of our priority population categories, only Native American is well-represented across organizations. Only three organizations invested in pregnant and parenting youth, only four invested in youth of color, and only six invested in opportunity youth.

Figure 30: Philanthropic Investments across Target Populations as a Percentage of Total Spending by Organization

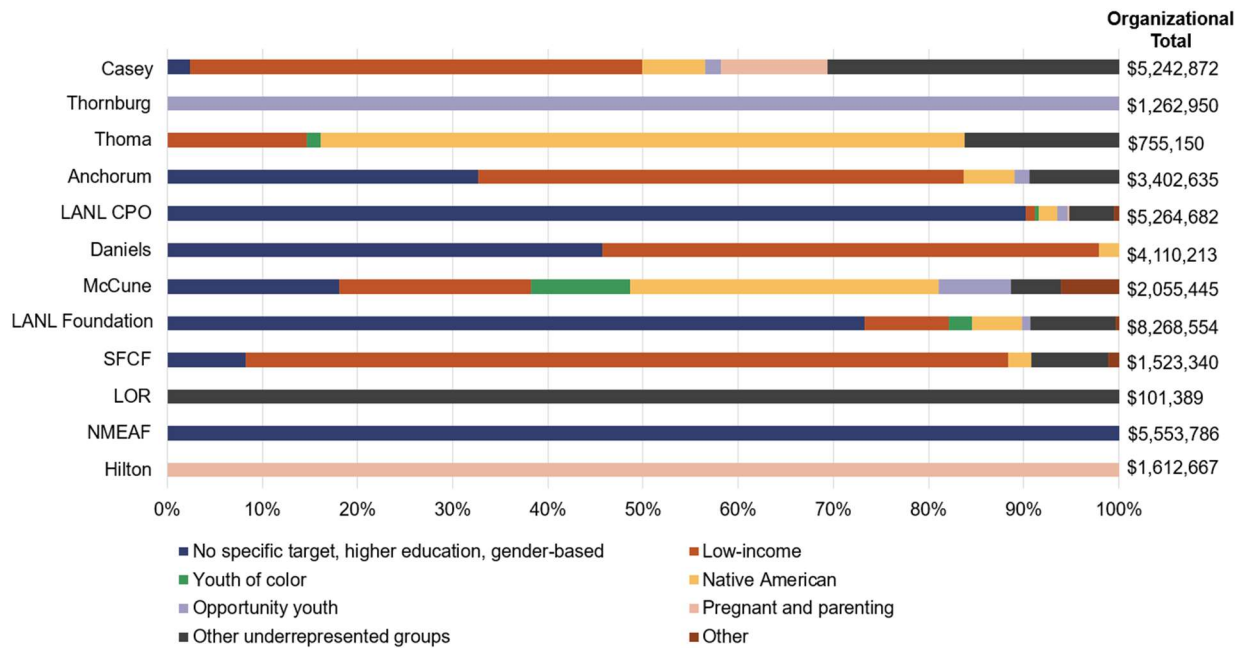
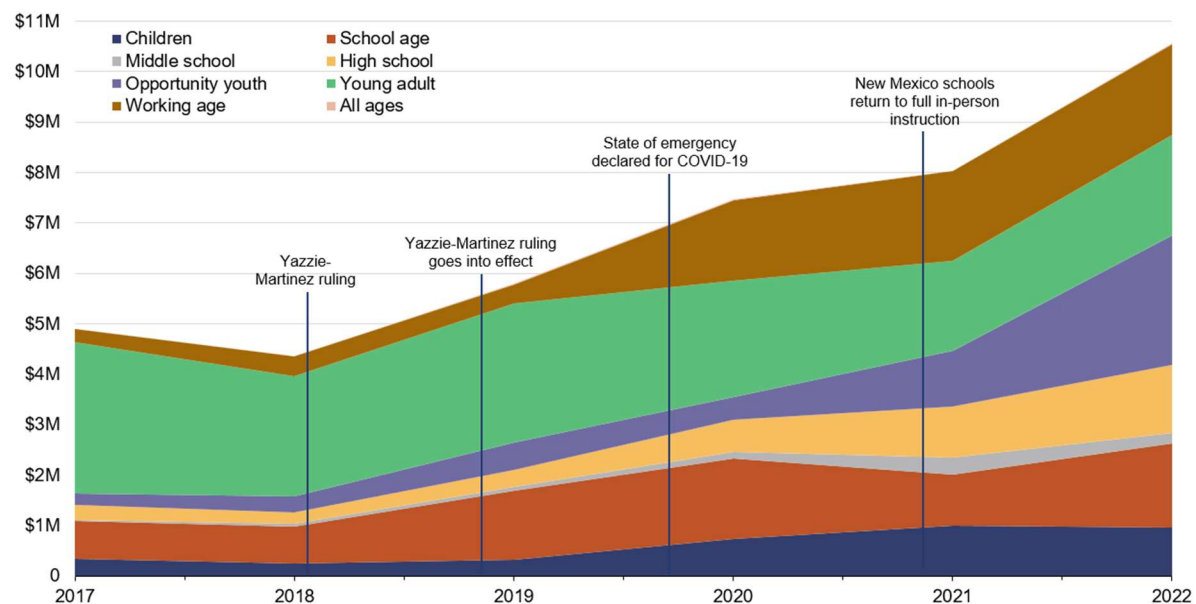


Figure 31 shows how spending on different age groups changed between 2017 and 2022. Most age groups received greater investment in 2022 than in 2017, except one group: young adults. Starting in 2020, investment in young adults begins to decline, while investment in almost every other age category begins to increase and continues to increase in 2021 and 2022. It should be noted that the “all ages” group represents less than \$50,000, so while it is technically represented in figure 31, it is not visible at this scale.

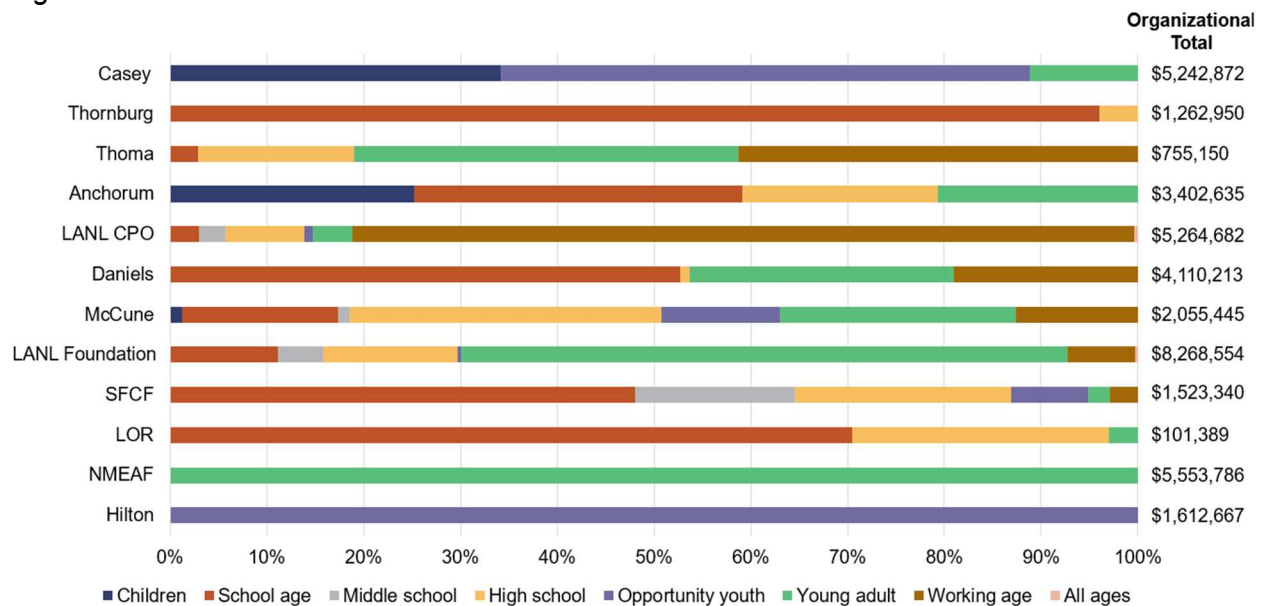
Figure 31: Total Philanthropic Investment by Target Age Group, 2017-2022



Note: Year markers along x-axis represent June of the indicated year.

The next graphic, figure 32, shows how funders invested their funding across age groups. Most funders targeted school-age youth, high schoolers, and young adults. This shows that most funders are making targeted investments in youth aged 12 - 24, but fewer organizations are making investments in working-age adults, which is where funding would be able to reach 25 - 29-year-olds. Only four funders invested in programs targeting middle schoolers specifically. It is likely that middle schoolers are often lumped in with all school-age children. However, a program that is appropriate for a 7-year-old is not necessarily also appropriate for a 12-year-old or a 17-year-old.

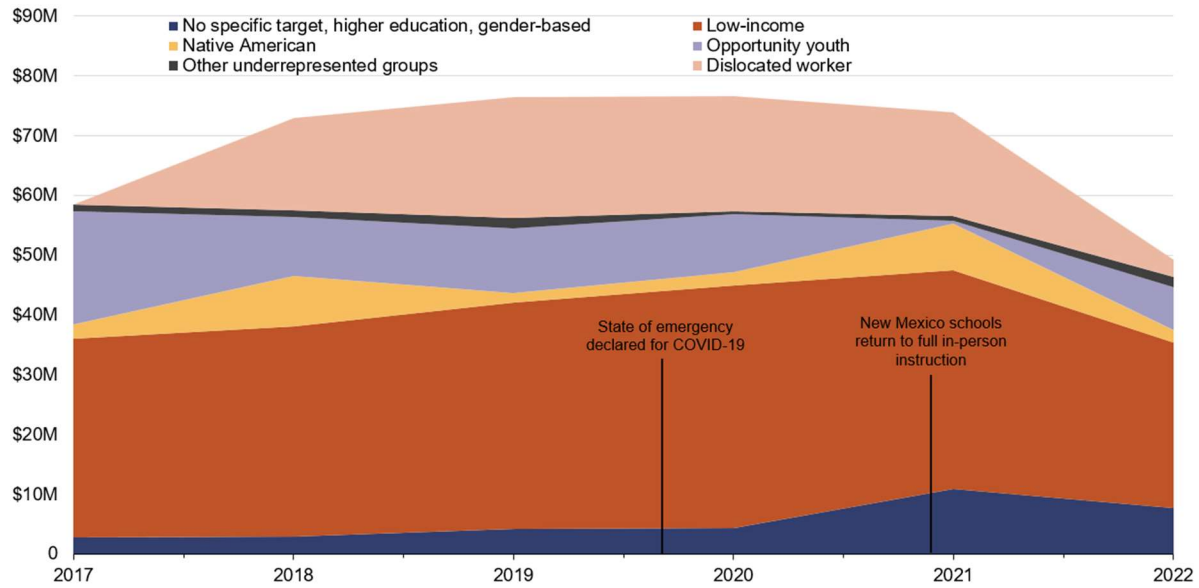
Figure 32: Philanthropic Investments across Age Groups as a Percentage of Total Spending by Organization



How is public funding distributed across target populations and age groups?

For federal funds, we used most of the same population categories that we used for philanthropic funding, with the exception of the dislocated worker category. All of the federal funding that fell into the “other” category was targeted at dislocated workers, so we changed figure 33’s key to reflect that detail. There is also no category for “youth of color”. Most federal programs targeted to underrepresented groups have income-based eligibility instead of race-based eligibility. Current interpretations of federal law restrict how directly the federal government can target populations based on race, with the exception of Native Americans. This is primarily why the low-income category is the largest category and the category for all other underrepresented groups comprises the smallest area on the graph.

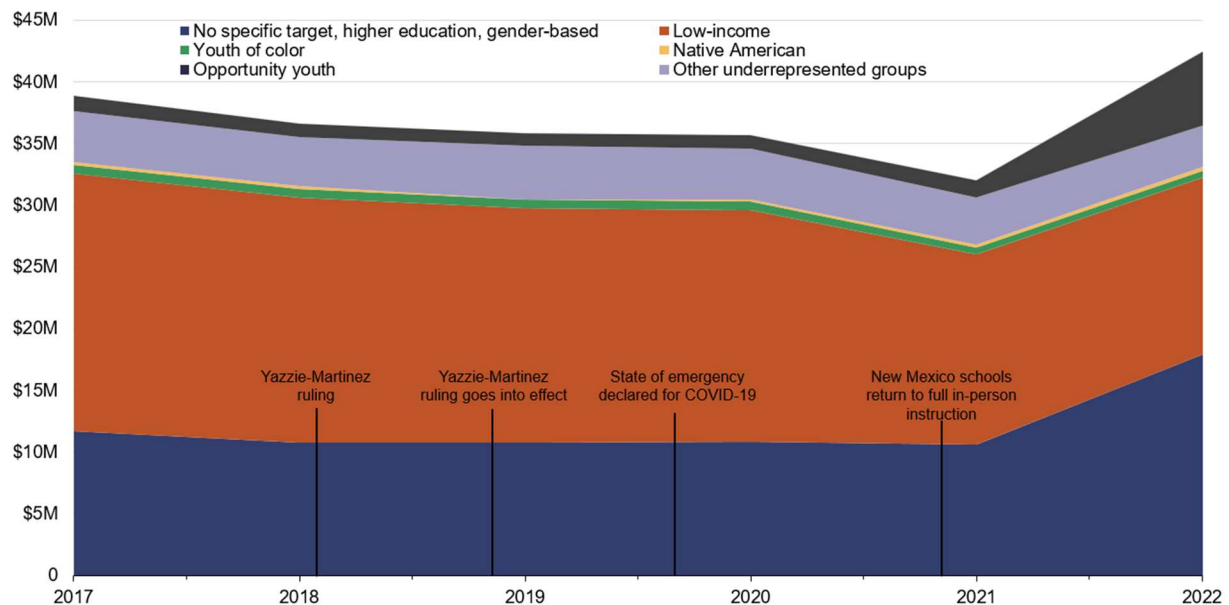
Figure 33: Federal Spending by Target Population, 2017-2022



Note: Year markers along x-axis represent June of the indicated year.

Figure 34 shows us how the state targeted specific populations with its funding. Like federal funds, the largest target population is low-income. Unlike the federal government, the state did target youth of color as a specific group. Despite the large proportion of the state’s population that is Native American, and the high rate of opportunity youth, only a small percentage of state funds are targeted to Native American youth, and none target opportunity youth.

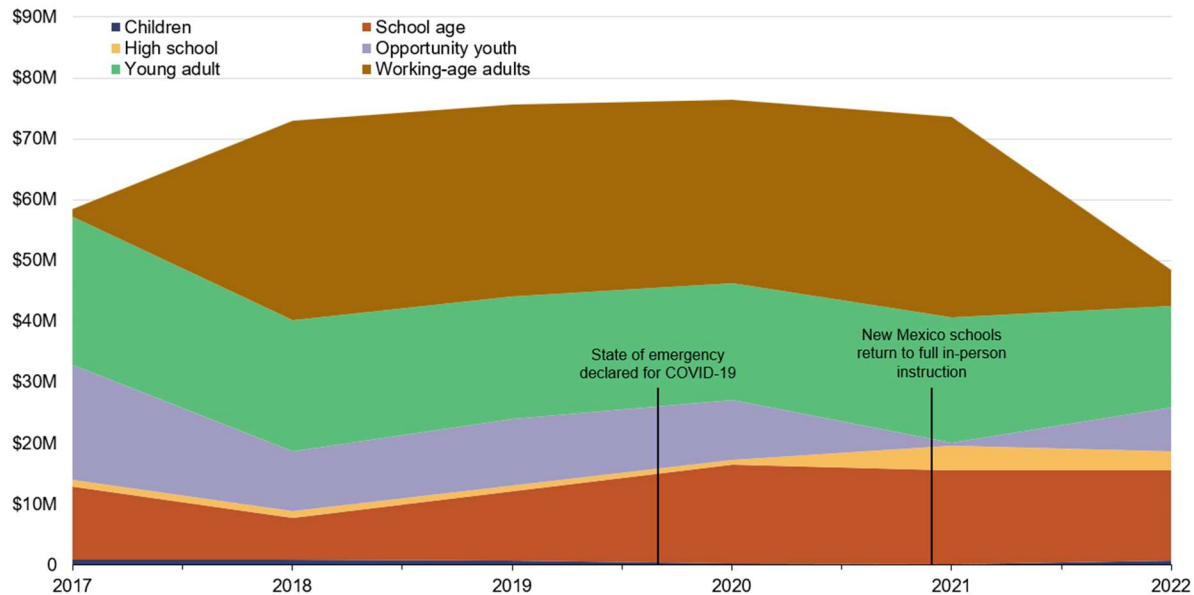
Figure 34: State Spending by Target Population, 2017-2022



Note: Year markers along x-axis represent June of the indicated year. Much of the state-level funding reported for higher education was only given to us at the statewide level. In this graph, we prorated state-level funding for higher education students to 20.4% of the total reported amount. This percentage is equal to the percentage of the New Mexico population living in Northern New Mexico. This makes the higher education data better proportioned to the other funding in this graph.

In figure 35, we see how the federal government targeted its funds to different age groups. The majority of federal funding went to working-age adults and young adults. The funding going to working-age adults is primarily the same funding for dislocated workers that we saw figure 33. The higher education funding that we saw in figure 33 is here primarily going to young adults. Federal dollars do not often become more age-specific for school-aged youth beyond K-12. There is very little federal funding specific to high schoolers, and there was no federal funding specific to middle schoolers.

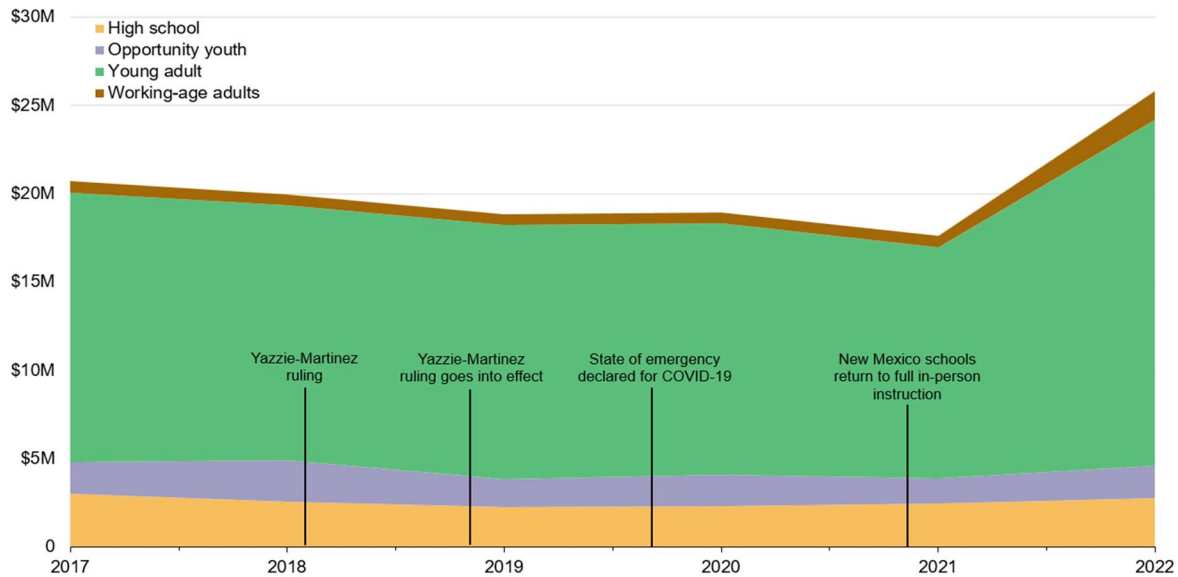
Figure 35: Federal Spending by Age Group, 2017-2022



Note: Year markers along x-axis represent June of the indicated year.

Figure 36 shows us that the state targets even fewer age groups than the federal government with its funding. The state's numerous scholarship programs account for the high spending on young adults and working-age adults, the latter of which were targeted by scholarship programs for later-career individuals, veterans, or other adults who may choose to pursue higher education later in life. These are also the only groups for which funding trends changed significantly between 2017 and 2022. This is primarily because, as previously mentioned, the state introduced \$36.5 million in new scholarships in 2022.

Figure 36: State Spending by Age Group, 2017-2022



Note: Year markers along x-axis represent June of the indicated year. Here we again prorated state-level funding for young adults and working-age adults to 20.4% of the total reported amount to be better proportioned to the other funding in the graph.

What Kinds of Entities Received Funding?

This section will examine the types of entities that received philanthropic and public funding and will concentrate on those entities that received the most grants and the most funding—where they are located, and what kinds of programs and services they provide. This information will help us understand if and how these entities are able to absorb more funding.

What kinds of entities received philanthropic funding?

Figure 37 divides the 244 unique recipients of philanthropic investment into categories by entity type. A majority (63%) are nonprofits. All other categories each represent less than 10% of the remaining recipients. In the next analysis section, we discuss some of the limitations on the types of entities that funders are restricted to giving to, which explains why some categories of entities are less well-represented across grant recipients.

Figure 37: Unique Philanthropic Investment Recipients by Type

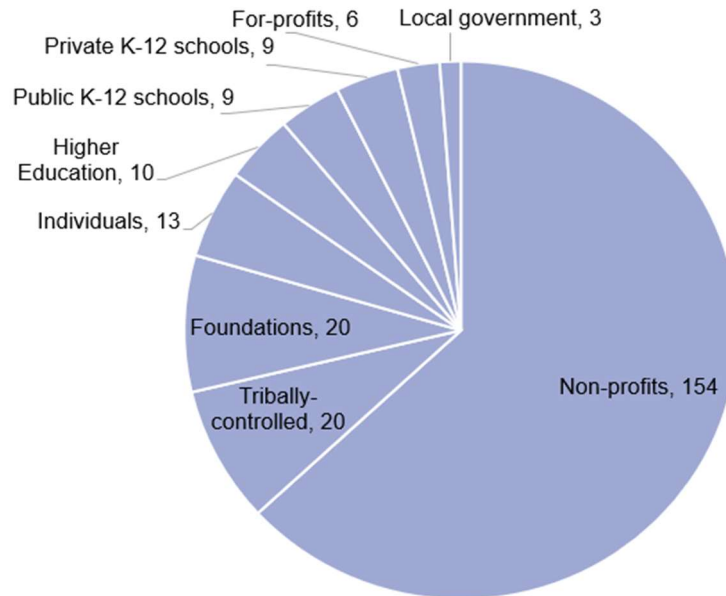


Figure 38 shows how many unique grantees received grants, and the number received per grantee. Forty-one percent of grantees received just one grant, and 60.7% received one or two grants. Eighteen-point-four percent of grantees received five or more grants. This last group of 45 grantees represents organizations that funders have deep, reliable relationships with, and are likely places with positive program models that could be replicated elsewhere in the region. We refer to these grantees as “popular” grantees. Figures 38, 39, and 40 further analyze these popular grantees.

Figure 38: Unique Grantees by Number of Grants Received

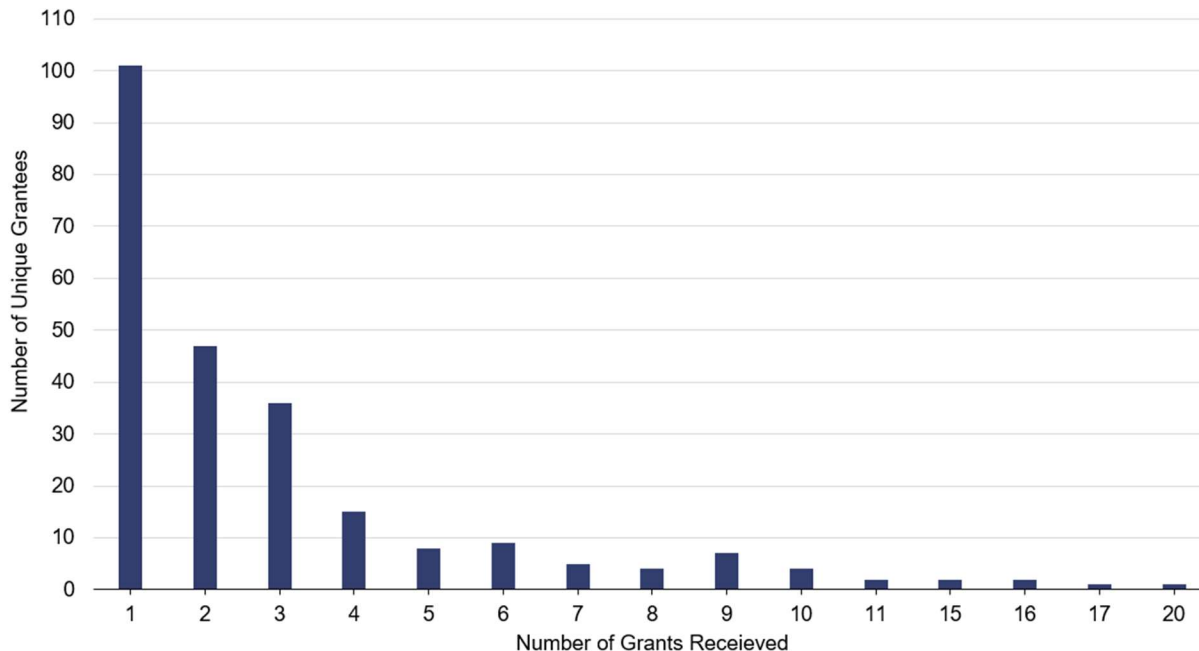


Figure 39 shows where these popular grantees reported providing their programs and services. The most, at 14, were in Santa Fe County. Only two reported servicing Sandoval County, the second-most populous county in the region. None of these grantees reported servicing Mora County.

Figure 39: Programs Served by Popular Grantees by County

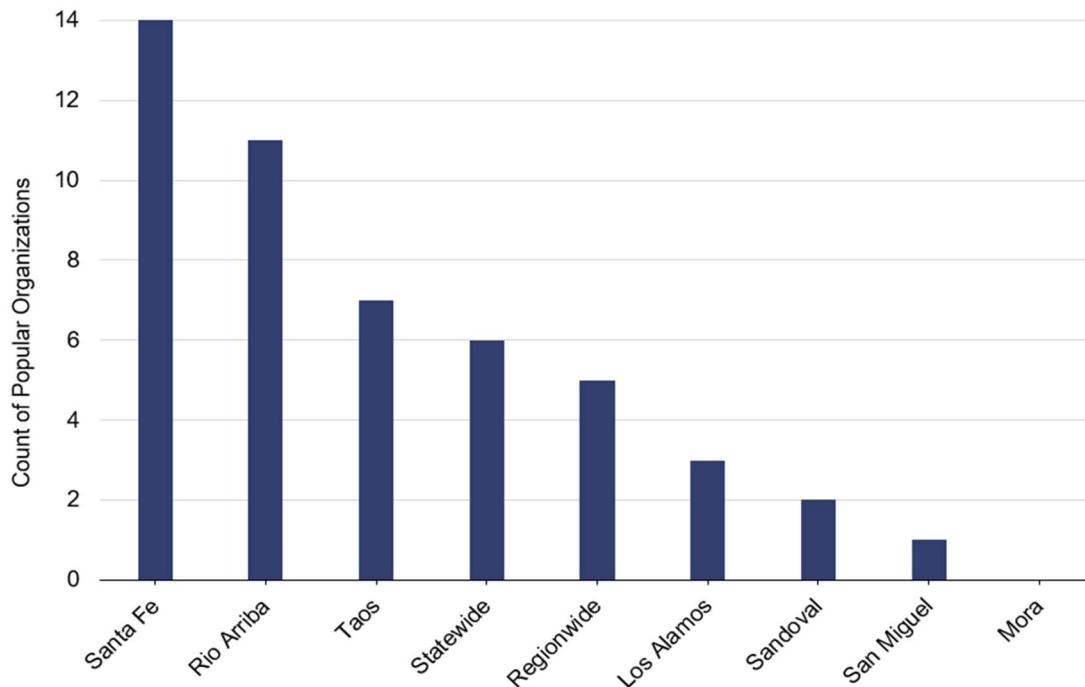
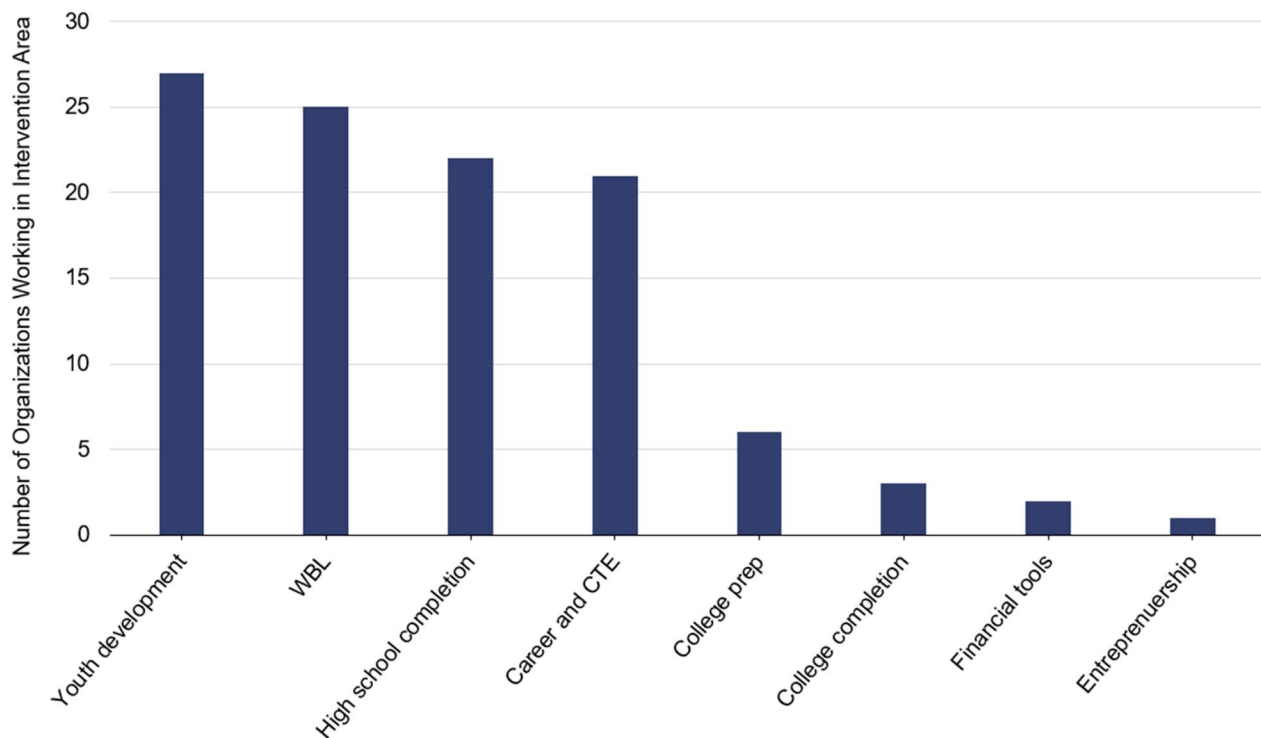


Figure 40 analyzes the popular grantees based on the intervention areas their grants were categorized as. Four of the intervention areas, youth development and leadership, work-based learning, high school completion support, and career development and CTE are substantially more common among popular grantees than the other four intervention areas. Work-based learning and high school completion support may be popular because the federal and state governments invest heavily in these areas, and these grantees are leveraging both public and private funding for their programs. There is comparatively little public investment in youth development and leadership and career development and CTE programs. The presence of these types of programs among popular grantees may suggest that providers recognize that there is community demand for these programs not being met by public funding, and so community providers have sought private funding to meet that demand.

Figure 40: Grantees that Received Five or More Investments by Intervention Area

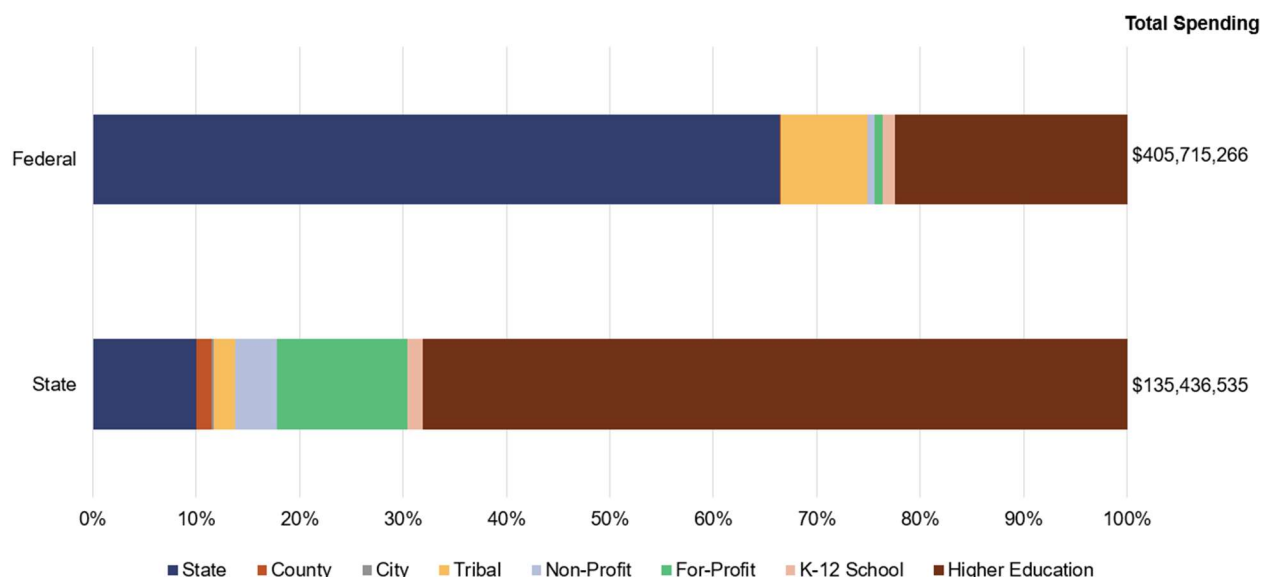


The other end of the graph shows that popular grantees are significantly less engaged in programming for college preparation support, college completion support, access to financial tools, or entrepreneurship training. Higher education scholarship programs can be very expensive, and private programs often cannot compete with the level of financial aid provided by the public sector, so it is not surprising that this is not a popular intervention area for grantees. However, there is also a non-scholarship aspect to college completion support programs that would appear to also not be represented here. The other three intervention areas received the lowest levels of investment from funders, so it is not surprising that they are not popular among grantees.

What kinds of entities received public funding?

Ninety-six unique entities received public funding. Sixty-one received federal funding, and fifty-seven received state funding. Twenty-five received both federal and state funding. Two received county funding, and two received city funding. Figure 41 shows how funding was spread across these types of recipients at the federal and state levels.

Figure 41: Funding Recipients by Type as a Percentage of Total Federal and State Spending



Note: Much of the state-level funding reported for higher education was only given to us at the statewide level. In this graph, we prorated state-level funding for higher education students to 20.4% of the total reported amount. This percentage is equal to the percentage of the New Mexico population living in Northern New Mexico. This makes the higher education data better proportioned to the other funding in this graph.

The top recipients of public funding from both the federal and state government, both in terms of total funding received and number of grants received, are by far state agencies and the public higher education system. Large public school systems, including Santa Fe and Rio Rancho, and tribal schools, including the Santa Fe Indian School, the Institute of American Indian Arts, and schools controlled by the Laguna Pueblo and the Navajo Nation also received large amounts of funding. There is also a significant amount of state funding that appears to go to for-profit entities. This is all funding that goes to student loan servicers for student loan forgiveness programs.

Funding Structures and Processes

How much public funding is formula-based and how much is project-based?

There are several different ways that public funding can be accessed by the people and entities that ultimately spend the funds on programs and services. There are 15 categories used to designate federal assistance types. Funding streams within our dataset fell into three of these categories: formula grants, project grants, and direct payments for specified use. Formula grants are allocations of funding, usually to governments, tribes, government or tribal entities, or schools, whose amounts are prescribed by a formula determined by a law or regulation. Project grants cover a wide range of application-based programs that can include scholarships, research grants, training grants, demonstration grants, evaluation grants, technical assistance grants, and more. These grants are often structured such that there is a limited pool of funds to allocate to a limited number of grantees. This category of federal funding offers grant seekers some of the greatest opportunities to support innovative, community-based work. The final category, direct payments for specified use, are financial assistance payments from the federal government provided directly

to private individuals or entities. In our dataset, funds in this category were almost entirely scholarship programs. While the use of the word “specified” may seem restrictive to these funds’ eligible uses, there is still flexibility in some of these programs’ eligible activities. For instance, the Bureau of Indian Affairs’ Indian Employment Assistance program is classified as a direct payment for specified use, but funding is eligible for a range of vocational training or employment assistance activities. Finally, some funding streams are a combination of formula and project grants, meaning that some funding was allocated by formula, and the rest of the funding was set aside for a competitive grant program. Figure 42 shows how the \$405.7 million in federal funding is distributed across these categories.⁴³

Figure 42: Federal Funding by Grant Type

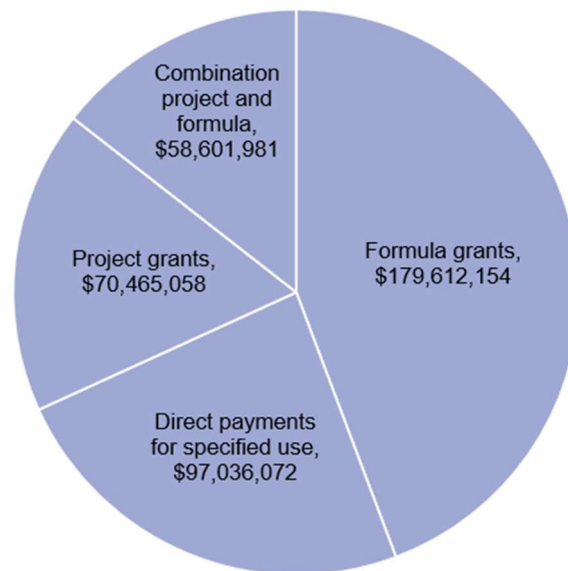
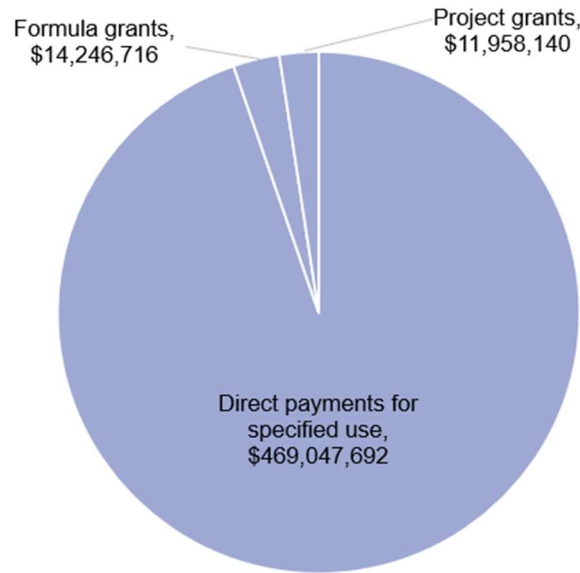


Figure 43 shows how the \$495.3 million in state funding is distributed across these same categories. The vast majority of the funding we identified at the state level is from scholarship and loan repayment programs, which fit into the category of direct payments for specified use. There is significantly less funding at the state level for project-based grants.

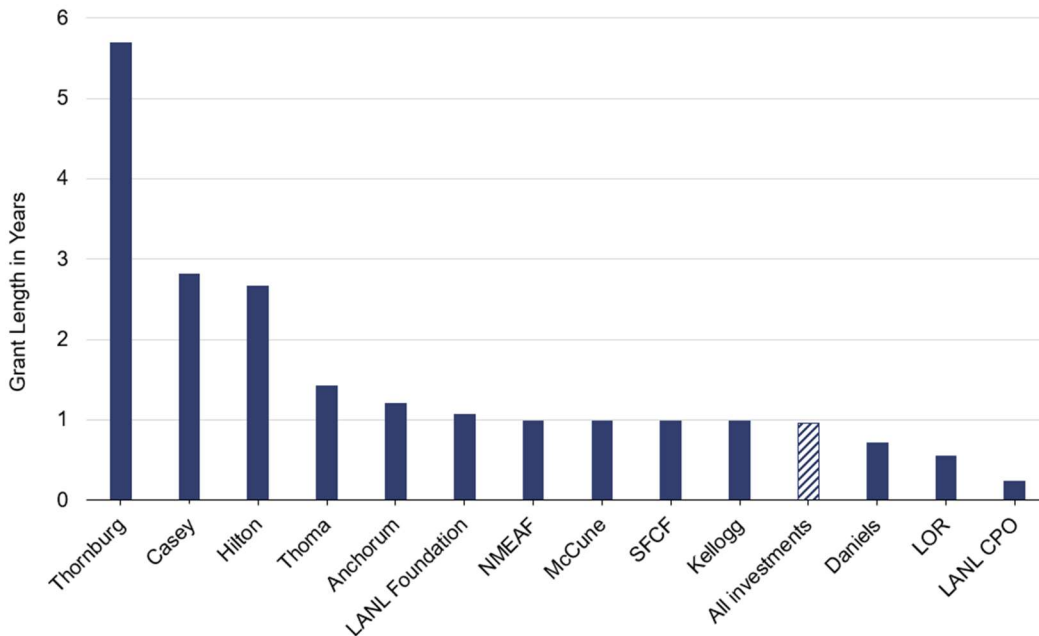
Figure 43: State Funding by Grant Type



How do the lengths of philanthropic and public grants compare?

The average length of each funder’s grants is displayed in figure 44, with the average for all philanthropic investments highlighted in red. This average is slightly less than one year, reflecting the fact that most funders made grants between 2017 and 2022 with an average length of one year or less. In fact, 96.7% of the grants collected for this project were one year or less in length, and 98.7% were two years or less in length. All state funds, and almost all of the county and city funds we collected were also one year or less in length. Federal grants, however, averaged slightly over two years in length, and only 64% of federal grants were two years or less in length.

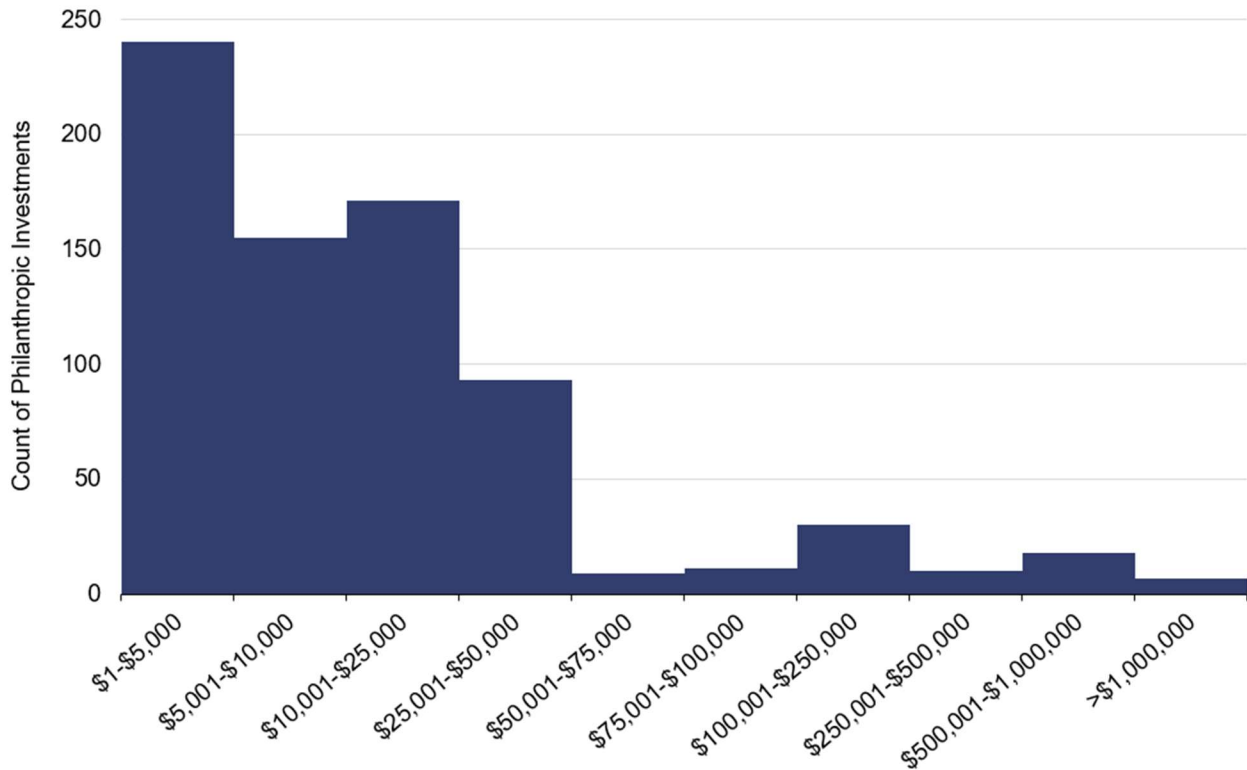
Figure 44: Average Length of Philanthropic Grants



How large are philanthropic investments?

Figure 45 shows the frequency of philanthropic investments by size. This chart includes all 748 investments collected in the dataset. Investments of \$5,000 or less, a size generally considered to be a microgrant, was the most popular investment size, and the next three most popular categories are all \$50,000 and under. While a foundation’s budget for giving certainly can restrict its ability to make very large investments, the popularity of giving in small or relatively small amounts likely reflects a deliberate strategy by at least some funders to reach many organizations, especially smaller organizations that have less capacity to absorb large amounts of funding.

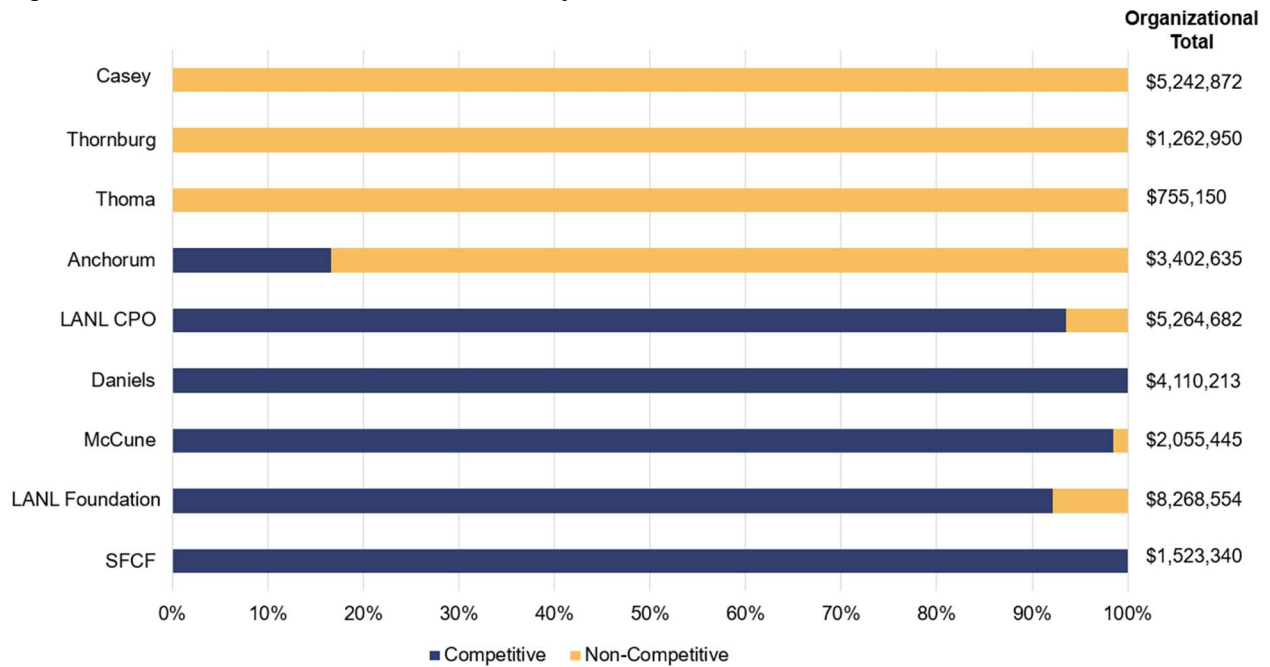
Figure 45: Number of Philanthropic Grants by Size



What processes and structures do Strategy Table members employ in their grantmaking?

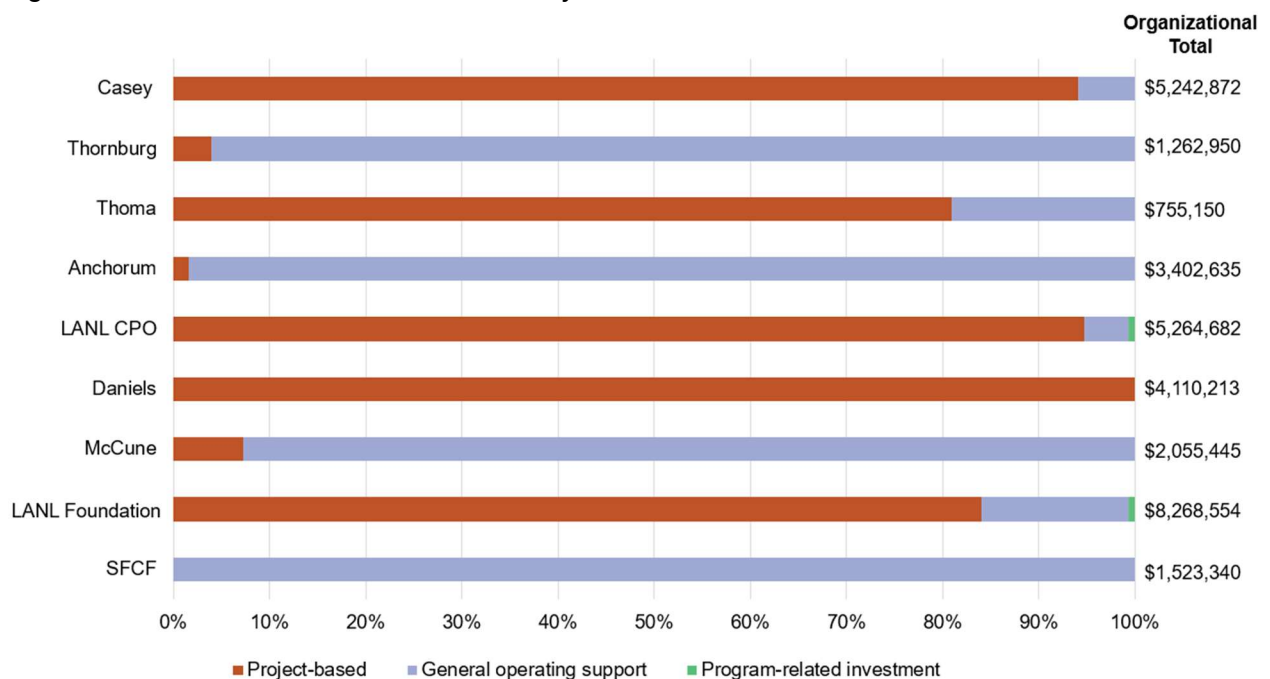
Slightly more than half (50.6%) of all philanthropic investments were part of a competitive grant process, while the other half (49.4%) were part of a noncompetitive process. Figure 46 shows how much funding Strategy Table members dedicated to competitive and noncompetitive grant processes. All members have grant processes that are overwhelmingly or entirely competitive or noncompetitive. Noncompetitive grants were larger on average than competitive grants, but far less common. Competitive grants accounted for 83% of the 748 grants recorded for this study. The average size of a noncompetitive grant (\$162,386) was almost five times larger than the average size of a competitive grant (\$33,599).

Figure 46: Total Foundational Investment by Grant Process



We also analyzed reported grant structure. A little less than two-thirds (63.7%) of all philanthropic dollars went to project-based grants, another third (33.5%) were designated for general operating support, and a small proportion (2.8%) were for program-related investment. Figure 47 shows how Strategy Table members chose to structure their grants. Similarly to grant processes, Strategy Table members chose overwhelmingly to grant for one purpose or the other, but rarely both.

Figure 47: Total Foundational Investment by Grant Structure



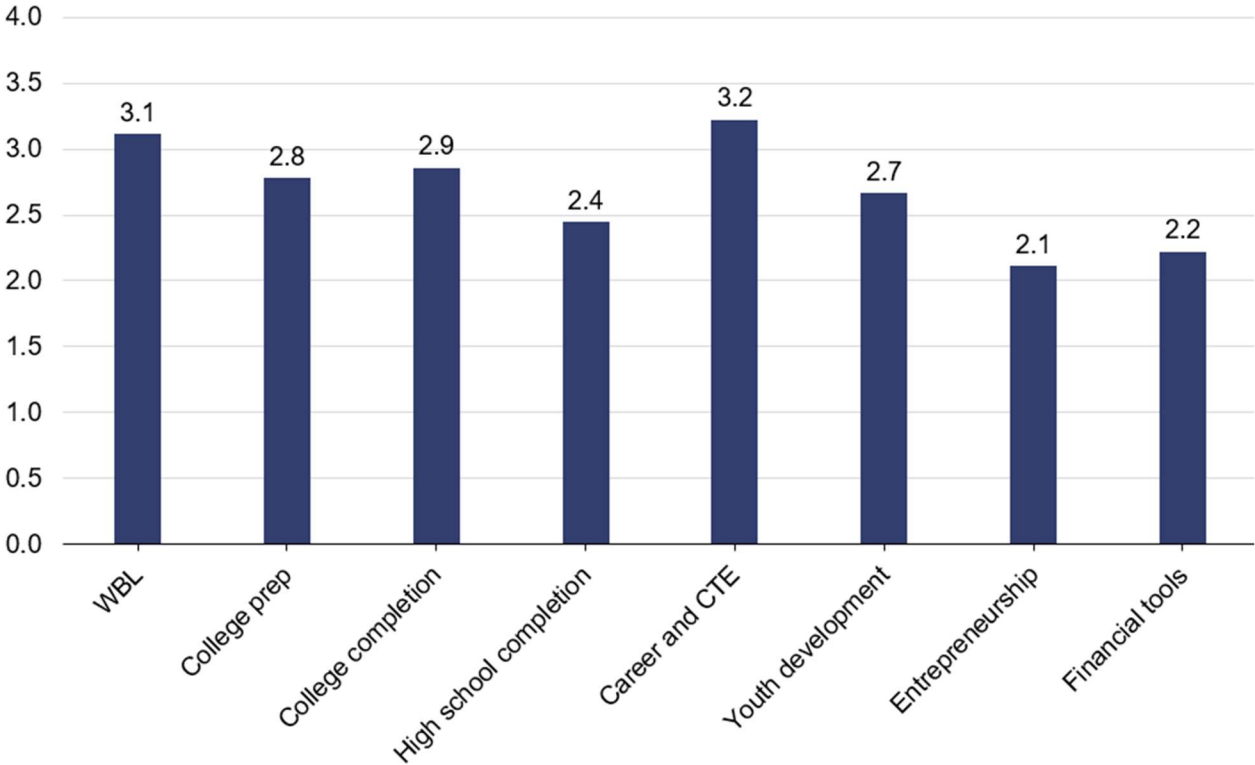
When it comes to the count of grants, grants for general operating support made up a slight majority (51%) of total grants. The average size of project-based grants (\$60,219) was twice that of general operating support grants (\$30,303). We also asked Strategy Table members if any of their grants allowed subgranting. They reported that 6% of total funds were part of grants that allowed subgranting. The average size of a grant that allowed subgranting (\$165,978) was about three times that of grants that did not allow subgranting (\$52,669).

While in the aggregate there appears to have been a great deal of diversity in the grant processes and structures available to grant seekers, this diversity of grant process and structure was not available from single funders, and different types of grants were not available at the same size or frequency as others.

Strategy Table Member Strategies, Priorities, and Limitations

This section will discuss observations gathered from the strategy survey filled out by Strategy Table members to further assess their institutional strategies, priorities, directions, and limitations.⁵⁷ Survey-takers were first asked to rank how aligned their institutional priorities currently were with each intervention area on a scale of 1 - 4, with 1 being “Not at all in alignment with any organizational policy priorities” and 4 being “Very aligned with organizational policy priorities”. Figure 48 shows the average ranking for each intervention area.

Figure 48: Average Rankings of Intervention Area Alignment with Pathways to Opportunity Strategy Table Member Institutional Priorities



Survey-takers were asked to elaborate on their organization's strategies, initiatives, and tactics that informed the rankings they gave for each intervention area. For those areas ranked highest (career pathways and CTE and work-based learning), most survey-takers responded that these were high priority areas, and key components of their strategic plans. One respondent mentioned that their foundation was currently shifting away from work-based learning, and another responded that it was not within their mission scope. For those intervention areas ranked in the middle (college completion support, college preparation support, and youth development and leadership), survey-takers were more likely to respond that these were integrated into other focus areas or initiatives, and were not priorities on their own. When it came to the lowest-ranked intervention areas (high school completion, access to financial tools, and entrepreneurship training), survey-takers responded more often that these intervention areas were of interest, but there were currently no specific initiatives or strategies around them. One survey-taker responded that entrepreneurship training was of interest, but they did not see many requests for funding in that area. Across all intervention areas there were answers that boiled down to "we are interested in this intervention area but have no specific tactics around it". This tells us that there may be political will to pursue investment in all of these intervention areas, but many Strategy Table members may lack the knowledge, resources, and networks necessary to do so. More detail on these responses can be seen in Appendix D.

We asked a series of questions about the kinds of limitations on their programs and operations Strategy Table members experience or have established as an institution. When asked what the primary obstacles to increased investment in their indicated areas of interest might be, the top answers were lack of funding, lack of data, and lack of internal stakeholder interest. When asked about limitations on institutional operations, seven survey-takers responded that their institution was restricted from giving to certain kinds of organizations. These organizations included religious organizations, for-profits, individuals, and 501c4s. Three survey-takers responded that they may only make grants to 501c3s, which would preclude them from giving to local governments, tribal nations, or schools, unless those organizations had affiliated 501c3s. These limitations explain some of the relative lack of diversity in the different types of grantees seen in figure 37. No organization reported strict limitations on the size of single grants or total giving cycle amounts. Some survey-takers reported that their boards may set limits each cycle, and that boards can be petitioned to change these limits. Seven survey-takers reported limitations on their organization's ability to make multi-year grants. Some reported that annual grant renewal is conditional on board approval or annual reports from grantees. One survey-taker reported that funding limitations prevented their organization from making multi-year grants, and two survey-takers reported that no multi-year grants were allowed by their organization. One survey-taker reported that a three-year grant program will begin in 2024, and another two reported no restrictions on multi-year grants.

Finally, we asked survey-takers to tell us about how their organization had changed since 2017, how they anticipate it may change within the next twelve months, and assess any organizational capacity limitations that may affect those next twelve months.⁵⁸ Based on the responses we received, we identified three major categories of change: changes in policy focus areas, changes

in policy approach, and programmatic and operational changes. These categories and their specific responses are displayed in figure 49.

Figure 49: Reported Institutional Changes Since 2017

Category of Change	Specific Changes
Changes in Policy Focus Area: changes in policy priorities and targeted outcome areas	<ul style="list-style-type: none"> • Shifted from early childhood to K-12 • Greater focus on housing • Increased grantmaking for youth and young adults • New emphasis on emergency grantmaking for floods and wildfires • Increased focus on college & career • Moving beyond areas we had historically restricted our funding to† • Added education as an investment area • Significant emergency pandemic response*
Changes in Policy Approach: changes in an institution's approach to grantmaking	<ul style="list-style-type: none"> • Greater inter-foundational collaboration • Explicit or increased focus on diversity, equity, and inclusion**† • Movement toward trust-based philanthropy*† • Elevated priority for serving underrepresented communities
Programmatic and Operational Changes: changes to grant structure and process, and changes to institutional attributes	<ul style="list-style-type: none"> • Formalized approach to advocacy work • Worked to simplify applying and reporting • Increased endowment and external funding • Shifted all grants from project-based to general operating support • Introduced grant categories with specific funding request ranges • Introduced multi-year grants • Increased budget for unrestricted funds • Increased grant sizes and terms across the board • Increased budgeted cycle amounts • More than doubled staff size

*These responses were received at least two times.

† These responses cited the Black Lives Matter Movement and the COVID-19 pandemic as having a crucial impact on these decisions.

These reported institutional changes demonstrate that Strategy Table members can be responsive to grantee and community needs, and that they are paying attention to national and local conversations and policy emergencies. Several survey-takers mentioned shifting their focus to the intervention areas specific to this project or to underrepresented groups, or developing a focus on diversity, equity, and inclusion. On one hand, this means these funders may be new to these fields and will need time to continue building up their institutional knowledge and networks, but they also have previous institutional knowledge that may intersect with current focuses and can give them a unique perspective. Survey-takers mentioned strategic and programmatic changes, such as the introduction of multi-year grants, unrestricted funds, and increased grant sizes. It was especially interesting to see at least two survey-takers mention trust-based philanthropy, which is an approach to philanthropy that often consists of unrestricted, multi-year grantmaking, and funder transparency and proactivity.⁵⁹

When asked about institutional changes likely over the next twelve months, the overall sentiment was that generally the work relevant to the Strategy Table should be unaffected by any impending institutional changes. However, the accuracy of these perceptions is limited by the information that

survey-takers are privy to. Four survey-takers expressed concerns about the financial and staff capacities of their organizations, which may hinder expansive or demanding future work.

Prevalence of Inter-Foundational Granting

At the beginning of this project, the mapping Strategy Table Subcommittee expressed concern that there may be a significant amount of inter-foundational granting occurring between their organizations, which could result in duplication of funds across the dataset. We took several steps to investigate this possibility. First, we checked grant recipient names against the Strategy Table roster and found sixteen investments totaling almost \$3 million that had been received by Strategy Table members. These investments originated with four funders and were received by two funders. This seems like a significant amount of funding, but based on the program descriptions for these sixteen investments, almost all of this funding seemed to be passing through the recipient foundation directly to services and programs. We then checked where funders reported they had received their funding from. Three funders reported receiving a total of \$286,000 from other funders. If funders were reporting duplicate data points, we would expect this number to be much closer to that \$3 million figure. As a final check, we crosschecked keywords from possibly redundant program descriptions. For example, one foundation reported giving another foundation \$5,000 for the New Mexico Governor’s STEM Challenge at Taos High School. We searched the recipient foundation’s grants and did not find a similar program description, leading us to believe that this \$5,000 was counted only once in our dataset. In all, we found less than \$100,000 worth of what we would classify as possibly redundant funding. Because we had no way to be completely sure if there was duplication, and because \$100,000 is not a large enough sum to significantly affect the analyses we performed, we decided to leave these possibly duplicate funds in the dataset.

VII. Analysis of Tribal Funding

The fiscal landscape for Northern New Mexico’s tribes, nations, and pueblos is unique from that of the state, counties, cities, and private funders. These communities receive unique funding from the federal and state governments, generate their own revenue, run their own schools, and administer special programs for their members. They also jointly manage several entities in the region: the Eight Northern Indian Pueblos Council and the Five Sandoval Indian Pueblos. There are also two tribal schools in the region not associated with a specific tribal nation: the Santa Fe Indian School, and the Institute of American Indian Arts. In this section, we extract and examine the philanthropic and public funding meant specifically for the region’s tribes, nations, and pueblos, as well as provide some insight into what some of these communities invest their own funding in.

Between 2017 and 2022, philanthropic investors reported making 51 grants to 17 tribes, nations, pueblos, and tribal entities, totaling just under \$2.4 million. Over the same period of time, we identified a total of 35 federal funding streams totaling \$33.9 million that went to 18 tribes, nations, pueblos, and tribal entities, and five state funding streams totaling \$2.8 million that went to three pueblos. Figure 50 displays this data.

Some of the philanthropic investment amounts in figure 50 are estimates made by prorating funding data by tribal nation population size. We acknowledge that this method did not produce truly accurate philanthropic grant amounts received by individual tribal nations. However, we are confident that the sizes of these estimates relative to one another do represent a generally accurate picture of which tribal nations received the greatest level of philanthropic investment from the organizations that we surveyed, and those that received little to no investment.

Figure 50: Philanthropic and Public Investments in Nations, Tribes, and Pueblos, 2017-2022

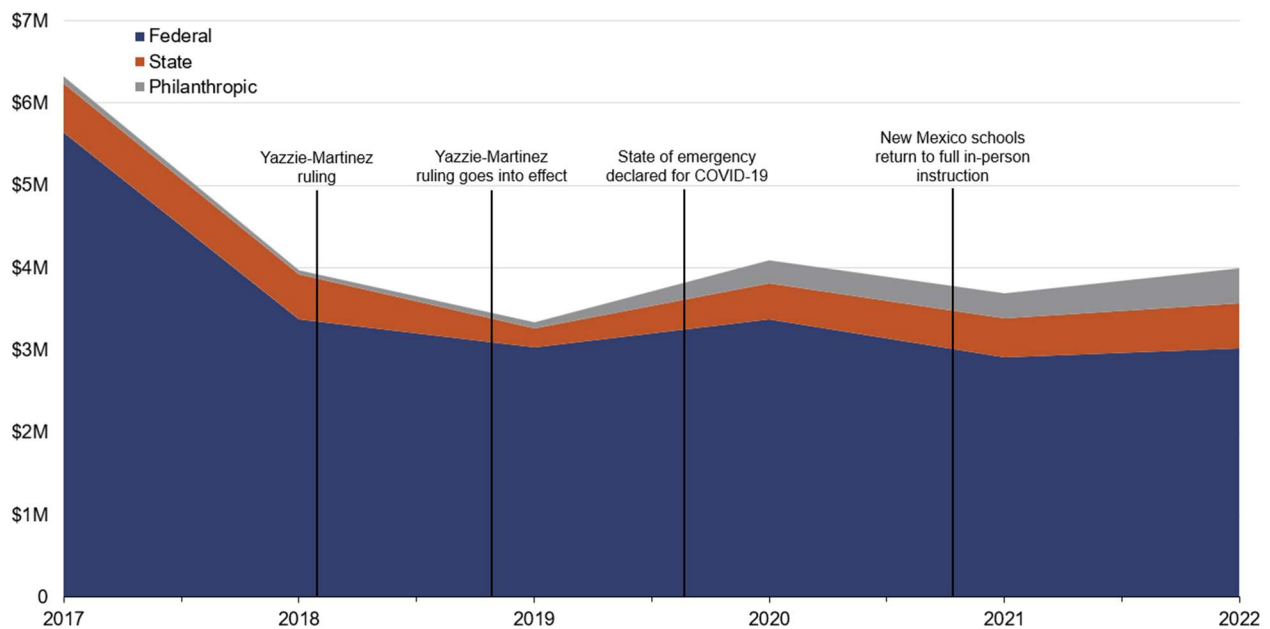
Tribe, Nation, Pueblo, or Tribal Entity	Philanthropic Investment Amount	Federal Funding Amount	State Funding Amount
Navajo Nation	\$1,212,500	\$12,730,741	\$0
Jemez Pueblo	\$235,700	\$0	\$1,847,156
Jicarilla Apache Nation	\$139,527	\$1,295,434	\$0
Ohkay Owingeh	\$113,793	\$78,523	\$0
San Felipe Pueblo	\$92,560	\$0	\$0
Taos Pueblo	\$76,020	\$108,486	\$0
Laguna Pueblo	\$55,650	\$4,069,993	\$0
Tesuque Pueblo	\$41,900	\$0	\$0
Kewa Pueblo	\$24,139	\$0	\$0
Pueblo de San Ildefonso	\$11,596	\$1,881,944	\$0
Cochiti Pueblo	\$5,111	\$232,754	\$0
Picuris Pueblo	\$5,000	\$1,040	\$0
Pueblo of Pojoaque	\$2,188	\$8,320	\$0
Pueblo of Nambe	\$735	\$546,093	\$0
Pueblo of Santa Clara	\$317	\$913,292	\$865,062
Pueblo of Sandia	\$0	\$0	\$114,024
Santa Ana Pueblo	\$0	\$290,116	\$0
Zia Pueblo	\$0	\$328,464	\$0
Eight Northern Indian Pueblos Council, Inc.	\$84,910	\$975,567	\$0
Five Sandoval Indian Pueblos, Inc.	\$0	\$1,623,325	\$0
Institute of American Indian Arts	\$2,080	\$6,526,943	\$0
Santa Fe Indian School	\$260,790	\$2,312,379	\$0
Total	\$2,364,515	\$33,923,415	\$2,826,242

All 18 tribes, nations, and pueblos, in the Northern New Mexico region directly received either public funding, philanthropic funding, or both. The tribal entities at the bottom of figure 50 serve multiple tribal nations that may not have received funding directly. The Eight Northern Indian Pueblos Council includes the Nambe, Picuris, Pojoaque, San Ildefonso, Ohkay Owingeh, Tesuque, Santa Clara, and Taos pueblos. The Five Sandoval Indian Pueblos includes Cochiti, Jemez, Sandia, Santa Ana, and Zia pueblos. The Institute of American Indian Arts is a tribal

college, as recognized by the U.S. Department of Education.⁶⁰ The Santa Fe Indian School is a tribally-controlled school for Native students in grades 7-12. As an example, the Pueblo of Santa Clara may have received very little direct philanthropic investment, but it may have benefitted from philanthropic grants received by the Eight Northern Indian Pueblos Council.

Figure 51 shows this same funding between 2017 and 2022. We removed several large funding streams from this graph. About half of the total philanthropic funding came from a single large grant to a Navajo Nation school that was granted in four \$250,000 tranches between 2017 and 2022. We removed this funding to avoid skewing the overall trend of philanthropic investment. We also removed two pots of federal funding that would have spiked federal funding by \$6 million annually in 2018 and 2021 from the Indian Child and Family Education grant program that went to two Navajo Nation schools. While the Navajo Nation is a part of this survey, only a portion of two Navajo Nation districts are actually inside of the seven-county Northern New Mexico region, while the remainder of the Nation stretches 27,000 square miles across two other states.⁶¹

Figure 51: Federal, State, and Philanthropic Funding to Tribes, Nations, Pueblos, and Tribal Entities, 2017-2022



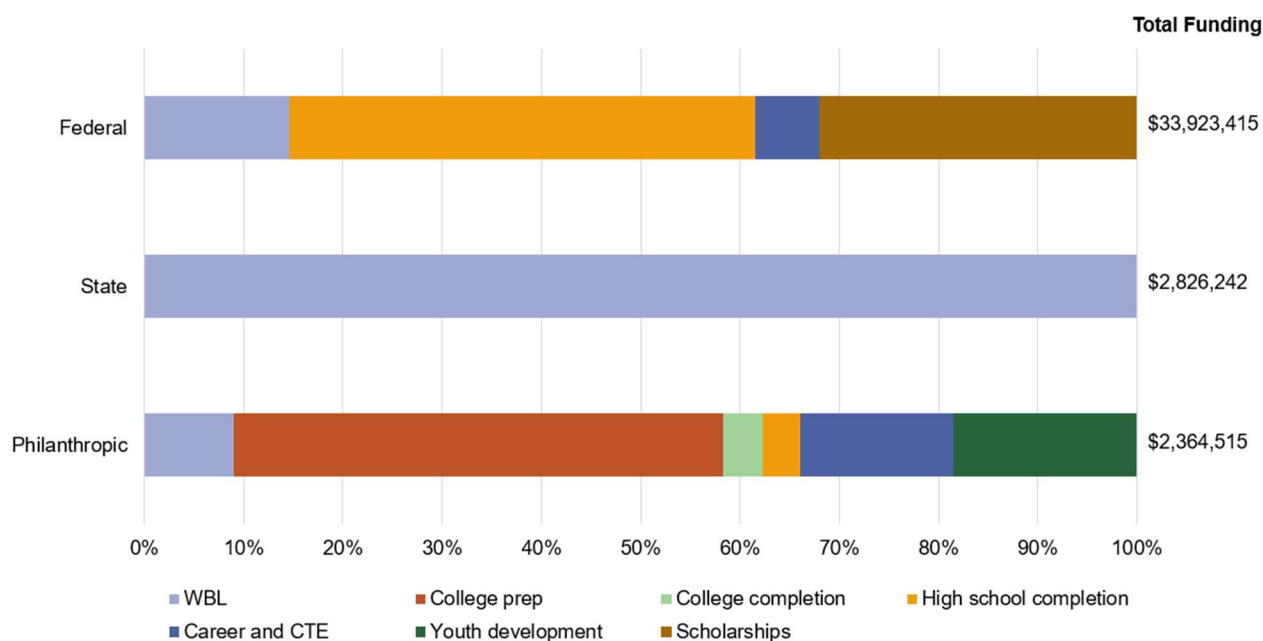
Note: Year markers along x-axis represent June of the indicated year.

The dramatic drop in federal funding that occurred between 2017 and 2018 is primarily due to a drop-off in funding from a Twenty-First Century Community Learning Center grant to the Santa Fe Indian School. Other than this one large change, federal funding did not fluctuate a great deal over time. State funding was relatively consistent over time as well. Philanthropic funding increased substantially, growing 80% from 2017 to 2022.

Figure 52 shows how federal, state, and philanthropic funding to tribal nations is split across intervention areas. The only common intervention area across all three types of funding was work-based learning. It was almost the entirety of the funding we identified at the state level, which was

all from the New Mexico Youth Conservation Corps. The largest proportion of federal funding was for high school completion support, which consisted of two large programs: Indian Child and Family Education grants and Twenty-First Century Learning Centers. The next largest proportion of funds was for higher education scholarships, including Pell Grants, Indian Higher Education Grants, and Federal Supplemental Educational Opportunity Grants. Federal funding for CTE came from a single funding stream, Indian Employment Assistance. Philanthropic dollars, while the smallest pot of money, was the most diverse in terms of the intervention areas. Funders invested in college preparation support, college completion support, and youth development and leadership—areas where the public sector did not invest. We did not identify any investments in entrepreneurship training or access to financial tools from any source, meaning programs or services in these two areas would have to be self-funded by the tribal nations or sought outside of the resources we surveyed in this project.

Figure 52: Funding to Tribes, Nations, and Pueblos by Intervention Area as a Percentage of Total Entity Spending



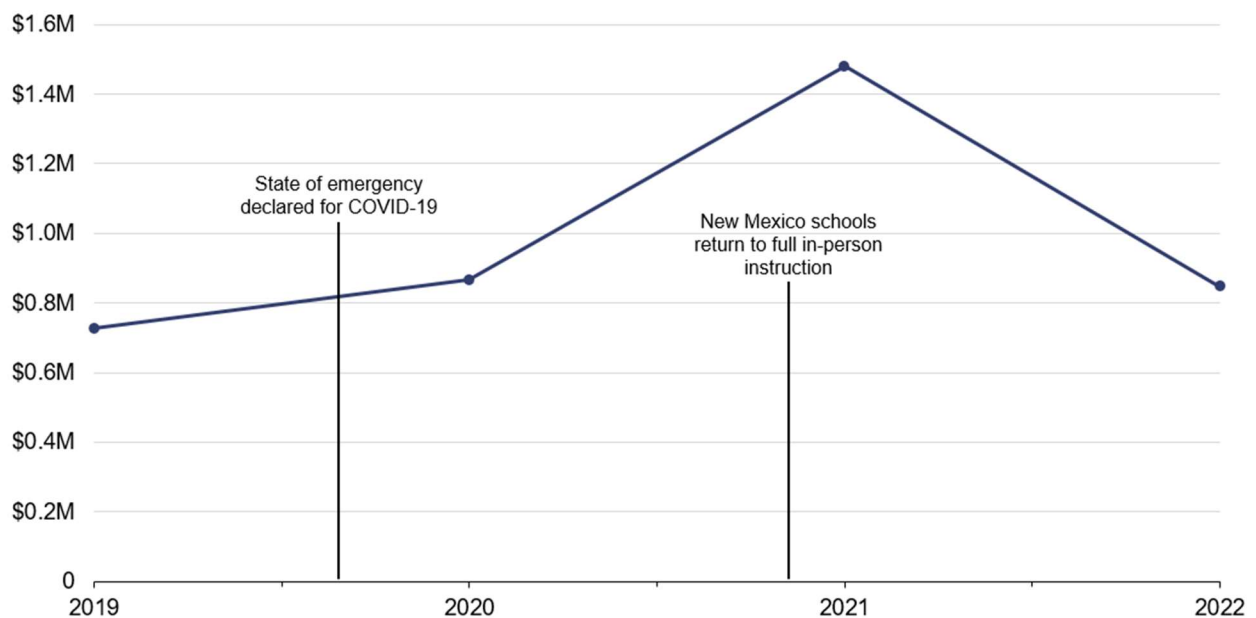
There are notable differences between the processes and structures of philanthropic grants that went to tribal entities and those that did not. Sixty-three percent of the philanthropic investment received by tribal nations came from competitive grants, which is significantly higher than the 50% of non-tribal philanthropic investment that came from competitive grants. Seventy-one percent of philanthropic investment received by tribal entities was project-based, and 29% was for general operating support, whereas grants to non-tribal entities were 63.2% project-based and 33.9% for general operating support.⁶² Interestingly, 12.2% of philanthropic grants to tribal entities allowed subgranting, as opposed to only 6.1% of grants to non-tribal entities.

We were fortunate that three tribal nations in Northern New Mexico chose to share some data with us on how they have spent their own revenue on college and career investments for youth. We

have aggregated this data in order to preserve anonymity for these communities. In this aggregated format, this set of data can be treated as a loosely representative sample of the investments made by Northern New Mexico’s tribal nations on college and career pathways for Native youth.

While two communities shared data for all six years studied in this project, one was only able to share data back to 2019. Figure 53 shows this aggregated spending data from 2019 to 2022. Like other governments, tribal nations increased their spending during the COVID-19 pandemic, and then returned spending to pre-pandemic levels by 2022. From this, we can see that these communities mobilized their resources for their youth in a time of need.

Figure 53: Sample of Annual Spending by Tribes, 2019 - 2022



Note: Year markers along x-axis represent June of the indicated year.

Tribal investments were concentrated mostly in the intervention areas of youth development and leadership, high school completion support, and college completion support. These investments took the form of funding for library programs, community centers, youth recreation programs, undergraduate and graduate financial aid, youth mentorship, afterschool and summer programs, and internships within the tribal government.

Two of these communities also shared some data on the federal and state funding they received that we did not collect, including federal Head Start funding, education funding from the Bureau of Indian Education, state and county funding for libraries, and state funding for Native language instruction in schools. If a tribal nation is looking to start a program outside of the scope of existing federal and state grants, such a program would have to be self-funded, and the existing infrastructure to do so may be severely limited by the type of funding currently available to them.

VIII. Recommendations

Leverage and Scale Public Funding Opportunities

It is important to acknowledge upfront that the overwhelming share of funds used to support the eight intervention areas are generated from public dollars—on a scale of more than 20 times the investment generated from private philanthropic resources (\$920 million versus \$41 million between 2017 and 2022). With this backdrop, private funders can have the greatest impact by helping organizations that carry out programs and services within the eight intervention areas effectively access public sources of funding. To do this, the Strategy Table should engage in the following strategies.

Invest in a system to track data on public resources and share that knowledge with partners and grantees of the Strategy Table.

While this report identified multiple public funding sources, it only identified those that Northern New Mexico communities accessed between 2017 and 2022. In addition to new state and federal grant opportunities that become available each year, there are existing ones for which communities in Northern New Mexico may already qualify but are not currently accessing. A system for tracking public funding opportunities at the federal, state, and local levels would help the Strategy Table and its grantees keep up with available public funding opportunities.

Children’s Funding Project has several publicly available resources to support transparency and accessibility of funding sources for children and youth. The [Federal Funding Streams for Children and Youth Services Database](#) catalogs all federal funding streams that support programs from the prenatal stage to young adulthood, the outcome area(s) they support, eligible services, eligibility criteria, and whether tribal communities can access them. A search that filtered the data by the target age groups, outcome areas, and service categories that interest the Strategy Table identified 25 relevant federal programs that provide funding to community-based organizations. Two programs—the Youth Engagement, Education, and Employment program and the Youth Conservation Opportunities on Public Lands program—provided a combined \$30 million to communities in fiscal year 2022, but none of these funds landed in Northern New Mexico.

The Strategy Table should also keep in mind that local governments, tribal nations, and schools in Northern New Mexico have received almost \$800 million in COVID relief funding, and much of that funding can be invested in college and career pathway programs. Communities still have time to spend this money.⁶³ So, the time is right for advocates, community leaders, and those with a deep understanding of local needs to work with local governments and schools to decide how best to invest this funding. Children’s Funding Project has researched COVID relief funding extensively. Our collection of resources track [how much funding communities have received](#), provide [guidance about how localities can use COVID relief funding to strengthen administrative operations](#), recommend ways to [build school-community partnerships around COVID relief funding](#), and explain how to use these funds to [create and staff strategic public financing coordinator positions at the state and local levels](#).

The Strategy Table also will need to gather data about state funds. [The New Mexico Children's Cabinet](#) and its [children's budget report](#) are excellent sources for data about state funding for children and youth in New Mexico. To gather information about underutilized and new funding opportunities at the state level, the Strategy Table should employ the same strategies the team used to collect data for this report: research budget documents and interview budget stakeholders. These strategies will also help members of the Strategy Table identify funding for youth who are 25 to 29 years old, an age range that policymakers typically do not target. Members of the Strategy Table also can use these same strategies to collect data at the local level. However, based on our experience, members of the Strategy Table will need to connect with local officials and clearly communicate their needs and goals to ensure all interviews provide substantive budget information.

Once members of the strategy table collect relevant public funding data, they should maintain it in an organized central database that grantees and grant seekers in Northern New Mexico can access. The Strategy Table could base such a database on similar products created by Children's Funding Project or customize it to fit its unique needs. The Strategy Table should pair this resource with dedicated technical assistance—such as training webinars—to teach local organizations how to use the new database; identify funding opportunities; understand application processes, eligible fund uses, and reporting requirements; and connect with government resources.

The development of such resources may be outside the Strategy Table's capacity or abilities. In this case members could collaborate with a regional or state academic institution interested in exploring public finance. Such a partnership also could encourage the use of evidence-based practices and data-driven decision-making in philanthropy on a larger scale throughout the region. Ultimately, a centralized, up-to-date resource to track public funding opportunities in Northern New Mexico would be valuable to the Strategy Table as members look to build a more robust system to help grantees access the vast amounts of public funding available to them.

Use ongoing tracking to understand trendlines in federal and state investments, and determine where private investments align, enhance, or fill specific gaps.

Members of the Strategy Table should build their knowledge about public funding to identify existing and new funding gaps and opportunities. They can begin by exploring the multiple federal and state resources available for this purpose. For example, we identified \$3.7 million in federal Perkins Career and Technical Education grants in Northern New Mexico between 2017 and 2022. The Perkins Career and Technical Education grant program is large and complex; but the [Perkins Collaborative Resource Network](#) offers information about the various funding opportunities available, including those specifically for Native Americans and tribal colleges and universities. The resource network also offers technical assistance for Perkins grantees, program and evaluation data, and virtual town halls that foster information and resource exchanges. Members of the Strategy Table do not need to become experts in public programs, but they can use these resources to help their grantees position themselves to increase their chances of receiving competitive public funds and maximizing the benefits of those resources.

Public dollars will not be able to fill every funding gap. From our analysis of public funding across the eight intervention areas, federal and state governments have not historically invested in youth development and leadership, entrepreneurship training, or access to financial tools. Regional funders have histories of investment in these areas and should continue to make these investments where public funding falls short. There may be currently untapped public funding available to fund these areas, which can be determined by tracking and studying the public funding landscape. If the demand in the community for these types of programs cannot be met by current philanthropic work and available public funding, members of the strategy table can turn to the advocacy skills that several of its members have cultivated. Members of the strategy table could apply this same approach to all areas where current philanthropic and public investments do not meet existing community needs, such as for specific target populations, age groups, and counties.

Support capacity building grants so that communities and organizations are better positioned to apply for and win federal and state competitive funding.

While there are many untapped public funding opportunities available to Northern New Mexico communities, these communities may not have the necessary administrative capacity or technical infrastructure to take advantage of public dollars. Sometimes an administrative barrier is the only thing precluding a grant seeker from pursuing an application. To determine what specific barriers prevent communities from pursuing additional public funds, members of the strategy table will have to perform additional research; but the data in this report highlights where some of the barriers may currently exist.

For example, in San Miguel County, we identified only four publicly funded programs not focused on providing college scholarships, and none of these programs focus on college preparation support or college completion support. These funding gaps exist even though San Miguel County is home to four high schools, Luna Community College, and New Mexico Highlands University. It should also be noted that San Miguel County has the highest child poverty rate and the lowest high school completion rate in the region, and its population is 78% Latino. Elsewhere in the region, we identified substantial federal funding for college preparation support programs and substantial state funding for college completion programs. If there are indeed administrative, language, or resource-related barriers, or simply knowledge gaps for grant seekers in San Miguel County, the Strategy Table can help remove or reduce those barriers by providing smaller-scale administrative, operational, or technical grants aligned with San Miguel County's specific needs.

Other communities across the nation already use these strategies. A group of funders in King County, WA, is on the cutting edge of [providing sustained support](#) to community partners that provide programming aligned with the funders' Best Starts for Kids initiative. This initiative prioritizes small, culturally specific, community-based organizations that historically have not had access to the public or private funding necessary to build organizational capacity and infrastructure. A part of the funders' support goes to maintaining a cohort of capacity-building and technical assistance consultants that offer individualized, responsive coaching and training to support organizations

funded by Best Starts for Kids, matching organizations with capacity building according to their needs.

Leverage the influence and advocacy of individual members of the Strategy Table to affect public policies that impact communities' capacity to capture, administer, and successfully execute programs and strategies that improve and expand access to college, career, and community pathways for historically underrepresented youth, including youth of color, opportunity youth, and young parents.

Advocacy should center those communities that have been historically underrepresented and that face the greatest challenges to accessing and utilizing public funds, including Native American, migrant, rural, and low-income communities. In particular, supporting tribal nations in their efforts to exercise sovereignty and self-determination empowers them to make decisions about funding and resource allocation that align with their priorities and needs.

Not all strategy table members are involved in, or have the capacity or ability to engage in, direct advocacy, but the Strategy Table collectively can stand behind the advocacy of its members and support that advocacy through its own research and resources. The strategy table can sign on to letters or petitions, track proposed policy changes, circulate news about policy changes to its networks, and send representative members to engage in advocacy activities. The strategy table could integrate much of this work into the responsibilities of the strategy table's coordinator or [a strategic public financing coordinator](#). A strategic public financing coordinator primarily helps communities identify and maximize the most flexible public funding streams and align these with private investments, drawing down on the maximum available revenue each year. Additionally, individuals in this role assist their respective local communities with the administrative burden required to maintain and effectively spend public funds.

Foster community engagement and input in Strategy Table processes.

To maximize the impact of philanthropic investments, and to foster positive funder-community relationships, that strategy table should actively involve the Northern New Mexico community in its work. Especially, the strategy table should strive to increase representation from underrepresented communities in its work. This should include those communities with whom members of the strategy table may not currently have well developed relationships, such as Native American and migrant communities and youth who are involved with the justice system, experiencing homelessness or housing insecurity, engaged with the foster care system, and pregnant and parenting. Each of these communities experiences different obstacles to accessing public funding, but especially tribal nations, who often receive different types of funding with different rules than do states and localities. Having these voices represented in the strategy table's decision-making processes should encourage alignment between investments and community priorities.

Sustained participation from community representatives will require such groups to commit their time and resources to engaging with the strategy table. In turn, members of the strategy table must commit some of their time and resources back to those representatives. Instead of inviting

community members to the strategy table's meetings, members of the Strategy Table should attempt to attend or receive invitations to community and tribal meetings. The strategy table could incentivize youth representatives to contribute their voices and perspectives by offering work experience opportunities with the strategy table or its members. If any community members assume longer term roles advising the strategy table, the Strategy Table should establish memorandums of understanding to establish the purpose and scope of these advisory roles and outline any accommodations or compensation it will provide to these new partners.

Support sustainable community development.

The strategy table has identified college and career pathways as central to the success and well-being of youth in Northern New Mexico. But the eight intervention areas do not represent all the needs of youth in the region. Furthermore, many of the other needs youth face, such as housing, transportation, public safety, nutrition, and health care, intersect with and interact with the ability of youth to access and succeed in higher education and employment. For example, an academic scholarship does little to help a student who is unhoused or has no reliable form of transportation to school. Young parents are more likely to live in poverty, and thus will struggle to find affordable child care options that will allow them to join the workforce.⁶⁴ This project analyzed only the investments made in the eight intervention areas outlined previously. Moving forward, funders should consider how their whole portfolios interact with and contribute to developing entire communities where youth can thrive in all aspects of their lives.

Leverage and scale opportunities based on analysis of the grants and investments made by members of the Strategy Table.

Collectively, the Strategy Table represents a vast set of resources, both financial and otherwise. The execution of this project demonstrates that the strategy table is capable of sharing and coordinating its data and resources to produce something valuable to its mission and potentially to the larger community. The strategy table can continue to benefit from sharing member data and resources by extending these activities in the following ways.

Commit to continue sharing data as a group.

This project demonstrates the power of shared data, particularly among actors pursuing common strategies. The strategy table should develop a protocol for members to regularly share institutional data with the whole group. This protocol should include the method of data collection, the frequency of data collection, the method for storing the data, the method for accessing the data, and the level of detail needed in the data. The data does not necessarily need to be as detailed as that collected for this project; but it should be detailed enough that members of the strategy table can understand as a group the resources available for which purposes and any limitations on those resources. A hypothetical example could look like this: Some grantees working with one funder on services to support high school/GED diploma completion could express an interest in pairing their current services with entrepreneurship training. The funder currently working with these grantees could turn to shared strategy table data to identify other strategy table members with the

experience, technical resources, and strategic focus in entrepreneurship training to support the grantees' goals and organizational limitations. Through the strategy table's partnerships, these grantees could then connect to a new funder. This would be one way funders could relieve their grantees of some of the burden of grant seeking, and help fellow funders reliably connect with new grantees.

Pool resources, including funds, data, staff capacity, and skill sets.

By combining resources, members of the Strategy Table will be able to offer their grantees more resources from a single group. As an example, some Strategy Table members already are using pooled funding strategies. Funders report that 9% of investments, or \$3.7 million made between 2017 and 2022, were made with pooled foundational funds. Such initiatives require funder collaboration while allowing grantees to access more funders and more funding. Funders can reflect on the strategies and processes required to pool funding and determine how they can leverage these approaches to meet community needs.

Funders also can share data with one another beyond the type collected for this project. Funders can share program outcomes, evaluation data, best practices, lessons learned, policy research, and more. The size and capabilities of the Strategy Table members vary; but an individual institution's lack of access to or ability to generate new data and research should not hinder the group's collective ability to pursue shared goals.

Another resource to consider sharing is administrative capacity. Several funders mentioned in the strategy survey that they currently are experiencing capacity issues related to staffing challenges—and they expect to continue to experience these shortages. If the Strategy Table wishes to coordinate on a deeper level, funders can share the administrative burden of taking on any new coordinated strategies. The strategy table coordinator will be in an ideal position to identify how to appropriately spread the burden of administrative work across the institutional staff involved in Strategy Table initiatives.

Share networks of partners and grantees to build a single powerful, connected network.

As we saw in our data, funders have collectively built a large network in the Northern New Mexico region, and supported more individual entities than the federal and state governments combined. By consolidating these grantees into a single network that all Strategy Table members can reach, grantees will have greater access to more resources, and funders will have access to grantees with well-established philanthropic relationships and proven histories of positively impacting their communities. The method of consolidation is at the discretion of the Strategy Table. It could take the form of a single client relationship management system or sharing grantee and partner lists as part of the protocol for sharing data referenced in the previous recommendation. The Strategy Table will need to further develop a protocol for how funders should connect with this new, larger network. The strategy table coordinator could create and manage an integrated email distribution list to announce Strategy Table news and share publications. The Strategy Table also could

organize virtual or in-person events for their grantees and partners to network, collaborate, and provide feedback on Strategy Table initiatives.

Expand upon the current grantee and community partner network through inclusive and culturally competent practices.

Funders should seek to expand their existing networks by building their relationships with other regional and local funders, elected and appointed government officials, government personnel, youth representatives, tribal authorities, schools, and community leaders, especially in those communities where this report identified disparities in philanthropic or public funding. Mora County is a prime example of a place with a funding and network gap. Mora County is the poorest county in Northern New Mexico, has the highest proportion of Latino residents in the region, and consistently received the lowest levels of both public and philanthropic investment between 2017 and 2022. Of the more than 40 most popular philanthropic grantees, none are located in Mora County. Mora County has a county government, two school districts, an economic development corporation, a creative council, and a community health center—all types of entities that funders supported in other counties. Mora County presents a clear example of funding disparities in an underrepresented community, but also represents an opportunity where funders could develop new relationships and learn what the community needs to improve career and college outcomes for its youth.

When seeking and building new relationships, it will be critical for funders to understand the unique cultural contexts, histories, and values of the communities they are trying to reach. It may be appropriate to enlist the services of specialized advisors or consultants, especially when building relationships with and designing new grant programs for underrepresented communities. For example, tribal nations operate in unique fiscal contexts and their unique histories and cultures inform policy goals that will distinguish them from the counties or municipalities they border. By including Native American cultural advisors or consultants in outreach and grantmaking processes, members of the Strategy Table can ensure culturally appropriate approaches when working with tribal nations.

Coordinate, align, and leverage the regional grantmaking and investment activities in and across the eight intervention areas, and reduce administrative burden for grantees.

Based on what we learned about how the funders studied in this report typically structure their grants, we recommend several strategies the Strategy Table can use to coordinate and align regional grantmaking activities in ways that reduce the administrative burden of seeking, applying for, and administering programs for grantees.

Use a single application grant platform.

Single application grant platforms allow grant seekers to match with grantmakers through a single common application hosted on one platform. One such a platform is [JustFund](#), which was created

by funders and organizers of color, and is committed to working only with those organizations that align with JustFund's values of centering equity, trust, and transformative impact. Platforms like JustFund connect grantors and grantees to wide networks that can efficiently match needs to available resources while greatly reducing administrative burdens for both parties. If the uniformity and simplicity of such a platform does not appeal to the more complex grant processes the Strategy Table wishes to pursue, then the Strategy Table could consider its own single-application process. Through a single application, any grant seeker could be considered by any Strategy Table member whose institutional goals, expertise, and resources align with the grantee's request.

Change the length and structure of the grant cycle to match grantee needs.

The overwhelming majority of philanthropic investments captured in this report were only one year long. Many grantees, especially those operating in communities with poor social infrastructure or that are building their administrative capacity, may find a single year too short of a period to achieve their goals. At the beginning of this project, several funders remarked that they extended their grant spending deadlines during the COVID-19 pandemic. The Strategy Table can collectively reflect on the consequences, if any, of extending these deadlines, and whether it is possible to implement such flexibility permanently. In the strategy survey, funders reported various levels of restriction on their ability to make multiyear grants. For at least one funder, this was a fiscal limitation, but for most others, the limitation seemed to be a check imposed on grantees by foundation boards. Some funders reported that their grants could be renewed annually if grantees submitted adequate annual reports. Such a strategy could be a compromise for those funders not yet willing or able to commit to a program of multiyear grants.

Funder grant cycles also do not often align with the funding cycles of public entities. The federal fiscal year runs from October to September, while New Mexico state and local fiscal years run from July to June. For those grantees attempting to braid together both public and private funding to build their administrative capacity, technical infrastructure, and programming, the reality of multiple different funding and application deadlines creates a major administrative burden. Fortunately, this is an area where funders have greater flexibility than governments. For noncompetitive grants, funders should collaborate with grantees on appropriate application, fund disbursement, and reporting timelines all prior to the beginning of the grant cycle. For competitive grants, funders should use what they know about their likely applicant pool to schedule their application deadlines, and once grantees are chosen, collaborate with each grantee on appropriate timelines.

Make grants that allow greater flexibility in their use.

Many grantees may require a combination of programmatic support, technical assistance, and general operating support to effectively meet their community's needs. As we saw in this analysis, funders primarily made either project-based or general operating support grants. The more grants an organization must manage, the greater their administrative burden. There are multiple strategies funders can pursue to help grantees meet all their needs through fewer grants. Strategy Table members who primarily provide project-based support could partner with other members who primarily provide general operating support to administer a single grant program. Funders

should also evaluate whether their levels of support for project-based and general operating funds are proportional to grant seeker's needs and adjust their strategies accordingly. Funders also should explore how they can structure grants to meet all a grantee's needs with a single tranche of funding. Providing grantees with the opportunity to spend single tranches of funding across their needs will greatly relieve grantee administrative burdens and build trust between funders and grantees.

IX. Conclusion

Every member of the Strategy Table joined this initiative because of their standing commitment to improving the livelihoods of the youth of Northern New Mexico and because they believe in the potential of collective, organized action. Change in a community is most impactful when it is informed by good data and driven by local experts and advocates. The data insights and recommendations in this report are just the beginning of what the Strategy Table and its partners can learn from the data we collected. Children's Funding Project applauds the Strategy Table's initiative and encourages them to use this report along with other data and research to continue its important work.

X. Acknowledgements

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Northern New Mexico Pathways to Opportunity Strategy Table

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State of New Mexico

New Mexico Children, Youth, and Families Department
New Mexico Children's Cabinet
New Mexico Energy, Minerals, and Natural Resources Department
New Mexico Department of Finance and Administration
New Mexico Higher Education Department
New Mexico Indian Affairs Department
New Mexico Public Education Department

Counties

Los Alamos County Social Services Division
Rio Arriba County Manager's Office
Sandoval County Manager's Office
San Miguel County Manager's Office
Taos County Finance Department

Tribes, Nations, and Pueblos

Laguna Pueblo
Navajo Nation

Ohkay Owingeh
Picuris Pueblo
Pueblo Nambe
Pueblo of Pojoaque
Pueblo de San Ildefonso
Pueblo of Sandia
Santa Ana Pueblo
Tesuque Pueblo
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XI. Endnotes

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XII. Appendix

Appendix A: Intervention Area Definitions

Intervention Area	Definition
<p>Work-Based Learning</p>	<p>Collaboratively engage and support employers and training providers in providing inclusive, culturally-responsive and ongoing structured learning experiences and meaningful mentorship for individuals, particularly students and young adults, to support workforce readiness. This includes: facilitation of the student/employer relationship; alignment between work experiences and education pathways; application of academic credit, where appropriate; formal, transferable professional skill development and support for infrastructure and training for employers and mentors. Types of work-based learning include internships, cooperative education, career awareness, career exploration, on-the-job training, work-experience, transitional jobs, pre-apprenticeships, and apprenticeships.</p>
<p>College Preparation Supports</p>	<p>Provides early and consistent support to students, adult learners, and their families with academic, social-emotional, financial, and college planning resources to raise awareness of college options and help students overcome barriers to college enrollment and persistence.</p>
<p>College Completion Supports / Scholarships</p>	<p>Support students in accessing and navigating college and community resources and building meaningful relationships to achieve successful college completion, attainment of meaningful employment, and conditions necessary to thrive. College and community resources may include (but are not limited to) childcare, mental health supports, food and shelter, academic advising, financial assistance and aid, tutoring, career services, and other wrap-around services.</p>
<p>High School / GED Completion Supports</p>	<p>Provide opportunity youth with academic, social and personal supports to re/engage with and complete high school/GED-HSE programs, and continue their education and career pathways. Services should be accessible and responsive to each student's unique life circumstances.</p>
<p>Career Pathways and Career Technical Education</p>	<p>A program of study starting as early as middle-school that involves a flexible, multi-year sequence of courses, learning experiences and supports that integrate core academic knowledge with technical and occupational knowledge and soft skills development. This includes offering and supporting students in navigating multiple options and leveraging hands-on learning opportunities in specific careers / industries, including CTE and other disciplines, to provide them with a certificate, degree and/or a pathway to postsecondary education and/or viable careers.</p>

<p>Youth Development and Leadership</p>	<p>Approaches that are culturally responsive, asset-based and engage the whole person by: supporting development of social-emotional and leadership skills and networks; fostering positive intergenerational and peer-to-peer relationships and mentoring; providing opportunities for civic engagement in schools and communities; and centering and amplifying youth voice, expertise, and decision-making.</p>
<p>Entrepreneurship Training</p>	<p>Entrepreneurship training support that provides youth and young adults with opportunities to develop entrepreneurship, creativity, innovation, problem solving, risk-taking, leadership and community oriented mindsets and skillsets. Support that can promote enterprise development and ownership and/or strengthens connections between communities, schools, and the private sector.</p>
<p>Access to Financial Tools</p>	<p>Provides youth with culturally relevant, age-appropriate financial capability education and resources (e.g., non-predatory bank accounts and lenders, and asset based tools) to help youth take full advantage of economic opportunities in society.</p>

Appendix B: Federal COVID-19 Relief Funding in Northern New Mexico

Relief Funding Name	Uses	Amount	Spending Deadline
State Fiscal Recovery Funds	Replacing lost public sector revenue, responding to the negative health and economic impacts of the pandemic, providing premium pay to essential workers, and investing in infrastructure.	\$1,877,631,914	December 31, 2026
Local Fiscal Recovery Funds - <i>County</i>		\$76,265,717	
Local Fiscal Recovery Funds - <i>City</i>		\$37,057,977	
Tribal Fiscal Recovery Funds		\$2,163,289,208 \$303,379,486 excl. Navajo Nation	
Elementary and Secondary School Emergency Relief Funds	To address the impact of the pandemic on public K-12 students. For the safe reopening and operation of school activities.	\$161,831,491	January 28, 2025
Governor's Emergency Education Relief Fund	Grants awarded to governor's offices to make additional discretionary awards to K-12 schools.	\$11,830,083	September 30, 2023
Emergency Assistance to Non-Public Schools	To address the impact of the pandemic on private K-12 students. For the safe reopening and operation of school activities.	\$34,708,268	September 30, 2024
Higher Education Emergency Relief Funds	Support to institutions of higher education to serve students and ensure learning continues during the pandemic.	\$152,479,130	One year after receipt of full funding amount (most institutions received their funding in CY2021)

Appendix C: Population and Age Group Definitions

Population Category	Definition
Youth of color	Inclusive of Black, Asian, Latino, Pacific Islander, and Native American youth.
Native American	Due to the high Native population in the region and this project's focus on Native youth, we wanted to know when a program exclusively targeted this population separate from programs that may target anyone identifying as a youth of color.
Opportunity youth	Youth between the ages of 16 and 24 disconnected from school and work. ⁶⁵
Pregnant and parenting youth	Any youth within our 12 - 29 age range that is pregnant or parenting.
Low-income	This term is defined by each program that uses it as an eligibility criterion and therefore is quite broad.
Justice-involved	This category includes youth who are currently or were previously incarcerated or involved with the justice system in any way.
Homeless or housing insecure	Refers to youth experiencing homelessness or lack stable or adequate living arrangements.
Migrant	Refers to youth who themselves are migrants or whose family members are migrants.
English language learners	Any national-origin-minority student who is limited-English-proficient. ⁶⁶
Foster youth	Youth who are currently or have previously been in the foster care system.
Rural	Youth living in rural areas.
Special needs/disabled	Youth with any kind of mental, intellectual, or physical disability.
Gender-based	Programs that were targeted exclusively to women and girls, or exclusively to men and boys.
Higher education	Anyone currently enrolled in a form of higher education. This category is not age-limited, as high schoolers and adults of all ages can be higher education students.
No specific target	Programs that do not target specific populations or limit

	eligibility by any metric other than age.
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Age Category	Definition
Children	Those under the age of 18
School age	Ages 5 to 18; typically the ages for a child enrolled in K-12 education
Middle school	Ages 12 to 14; typically the ages for a child enrolled in grades 7 - 8
High school	Ages 15 to 18; typically the ages for a child enrolled in grades 9 - 12
Opportunity youth	Ages 16 - 24; the definitional ages for opportunity youth but targeting this this age grouping does not necessarily mean the investment is also targeting youth disconnected from work and school.
Young adult	Ages 18 to 24; typically the ages for a young person who attends higher education directly or shortly after finishing high school. However, many programs target this age group without targeting higher education students.
Working-age adults	Ages 18 to 64; this is the age group that will capture investments in those youth aged 25-29.
All ages	Programs that target people at any age; for the purposes of this study, these are usually programs targeting families or that may be open to youth, adults, and the elderly.

Appendix D: Scores and Strategies for Intervention Areas in Strategy Survey

Intervention Area	Comments
Average score of 3.0 or higher	
Career pathways and CTE	<ul style="list-style-type: none"> ● Has been a major focus in the past and continues to be ● Focusing on influencing policy environment ● Key component of strategic plan ● Do not currently have specific strategies or initiatives, but this is a priority area ● Not currently funding any CTE initiatives, but provide technical assistance in this area
Work-based learning	<ul style="list-style-type: none"> ● Seen as part of larger strategy ● No specific strategies, but desirable under broader priorities ● Currently building capacity in policy advocacy and research around WBL ● Key component of strategic plan ● Supporting one large project outside of NNM, but currently shifting foundation strategies away from WBL ● Broad approach that includes WBL ● Not directly funding, but funding collaboratives that also do WBL work ● Not within mission scope
Average score between 3.0 and 2.5	
College completion support	<ul style="list-style-type: none"> ● Desirable under foundational priorities, but no specific strategies at this time ● Highest priority focus at the moment, launching a program outside of NNM region ● Managing direct scholarships ● Large strategic scholarship program, but little programmatic work ● Broadly aligned with partner frameworks that focus on college success
College preparation support	<ul style="list-style-type: none"> ● Considering ways to support college preparation as part of more holistic recruiting and pipeline strategies, but have made no major investments yet

	<ul style="list-style-type: none"> ● Broadly aligned with one partner framework that focuses on college readiness ● Do not currently have specific strategies, tactics, or initiatives, but this is a priority under other initiatives ● Systematic, not programmatic approaches, including collaboration with public partners and building educator capacity
Youth development and leadership	<ul style="list-style-type: none"> ● In the process of integrating youth leadership into strategic plan ● Do not currently have specific strategies, tactics, or initiatives, but this is a priority under other initiatives ● Typically included across other focus areas rather than given its own focus area ● Intentionally integrated within scholarship program ● Provide technical assistance on best practices ● Will be at the center of new programs, being a primary metric for applicants ● Critical area, about to fund large portfolio of communities
Average score less than 2.5	
High school completion	<ul style="list-style-type: none"> ● Systematic, not programmatic, approaches, including community engagement, advocacy, and coordination with public partners ● Have done high school work previously, but have moved away ● Do not currently have specific initiatives, but high school completion supports have been elevated under other initiatives ● Future work will likely be in support of scholarship programs ● Supporting a GED-to-college pipeline
Access to financial tools	<ul style="list-style-type: none"> ● Offer online resources to connect with a partner who provides financial literacy trainings ● Currently invested in financial wellbeing initiatives ● No current investments ● Not currently a foundation priority ● Often included in broader programs rather

	<p>than as a direct focus</p> <ul style="list-style-type: none"> ● Ideologically in favor, but no investments in this area
<p>Entrepreneurship training</p>	<ul style="list-style-type: none"> ● Of interest, but do not see many specific requests in this area ● Standing partnership with for entrepreneurial training service provider ● Ideologically in favor, but have not invested specifically in this since 2020 ● Do not currently have specific strategies, tactics, or initiatives, but this is a priority under other initiatives ● Will likely be integrated as part of upcoming programs ● Part of an overall approach to career pathways