



Northern Ireland
Assembly

Research and Information Service Briefing Paper

Paper 44/15

27 April 2015

NIAR 210-15

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Integrated children's services

1 Introduction

Private Member's Legislation: The Children's Services Co-operation Bill

The Children's Services Co-operation Bill¹ was introduced to the Assembly by Mr Steven Agnew, MLA on 8 December 2014 and passed its Second Stage on 26 January 2015.

The Bill amends the Children (Northern Ireland) Order 1995² requiring Northern Ireland departments to co-operate with each other to contribute to the achievement of specified outcomes relating to the well-being of children and young people. It also requires agencies to discharge their functions and cooperate with each other in order to contribute to the achievement of the same outcomes, through an amendment to the Children (Northern Ireland) Order 1995.

Integrated children's services internationally

It is increasingly accepted by governments that supporting cooperative interagency working is a good thing. The research evidence on international policy for integrated working in relation to children and young people is limited however. Commentators observe that much of the research to date has focused primarily on the *processes* of integrated working rather

¹ <http://www.niassembly.gov.uk/globalassets/documents/legislation/bills/private-members-bills/session-2014-15/childrens-services---as-introduced---08-12-14.pdf>

² <http://www.legislation.gov.uk/nisi/1995/755/contents/made>

than on the measurement of outcomes. As this paper notes, researchers have stressed the difficulty in drawing solid conclusions from some of the studies. This is because a multitude of factors can influence a child's life experience and well-being and make it difficult to establish a causal link. Furthermore, it takes time for integrated working to become established and for evidence on outcomes to emerge.

Many of the international studies highlight the example of England (see section 2 of this paper) which has taken the lead internationally by setting a national framework underpinned by legislation which aims to integrate services and centre them more effectively around the needs of children, young people and families. A 2010 report commissioned by the CfBT trust examined the evidence from 54 jurisdictions towards integration of children's services. It found that very few European jurisdictions have established or were establishing integrated services along the lines of those introduced in England under its *Every Child Matters* policy³. Similar research commissioned by the Department of Children and Youth Affairs in the Republic of Ireland⁴ found that there are many models of interagency working and cooperation and that collaborative structures may exist and operate at a number of levels. It noted that most rely on influence and voluntary cooperation rather than on mandate –and found very few examples underpinned by specific legislation.

This paper firstly examines England. It outlines the background to the *Every Child Matters* policy framework and how it was implemented and summarises some evaluation studies. Most are early assessments, small in scale and focused on the local rather than the national level. Although the research has little to say about outcomes for children, young people and families it nevertheless finds positive change in the way in which organisations are working.

The following section briefly examines Germany which has a legislative framework requiring cooperation between all agencies dealing with the welfare of children and young people at the local level. The final section of the paper considers the state of Maryland in the US which sought to address the problem of fragmented and hard to access services and change the way in which they are provided, delivered and funded. As a result local jurisdictions have statutory powers to plan, implement and monitor services for children and their families on an interagency basis.

Given the limitations of the research on integrated systems enquirers will not yet find sufficient evidence upon which to judge their effectiveness in improving outcomes for children. It is evident however that a growing number of jurisdictions are aiming to implement and embed holistic integrated systems and this paper provides a closer look at three.

³ CfBT Education Trust *An integrated perspective on integrated children's services* 2010
<http://cdn.cfbt.com/~media/cfbtcorporate/files/research/2010/r-integrated-childrens-services-2010.pdf>

⁴ Department of Children and Youth Affairs. *A review of international evidence on interagency working, to inform the development of Children's Services Committees in Ireland* 2011

2 England

The Laming Report of 2003 identified that a lack of co-operation was a factor that contributed to the failure of Government in their duties towards Victoria Climbié⁵. Between September 2003 and November 2004 a series of government papers⁶ initiated a new policy framework around which all children's services were to operate in England. Known as *Every Child Matters (ECM)*, this new approach established a multi-dimensional child Outcomes Framework and inspection system with linked performance indicators clustered under five outcomes⁷. The five outcomes, considered central to wellbeing in childhood and later life, were given legal force in the Children Act of 2004. The five outcomes are summarised as enabling children to: *be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic wellbeing*.

The Children Act 2004

The Children Act received Royal Assent on 15th November 2004. The Act gave legal force to the 5 key outcomes expressed in *Every Child Matters*. Section 10 placed a duty on local authorities in England to make arrangements to ensure co-operation between statutory agencies and other bodies (e.g. voluntary and community and private sectors).

10 Co-operation to improve well-being.

(1) *Each [local authority] in England must make arrangements to promote co-operation between—*

- (a) *the authority;*
- (b) *each of the authority's relevant partners; and*
- (c) *such other persons or bodies as the authority consider appropriate, being persons or bodies of any nature who exercise functions or are engaged in activities in relation to children in the authority's area.*

(2) *The arrangements are to be made with a view to improving the well-being of children in the authority's area so far as relating to—*

- (a) *physical and mental health and emotional well-being;*
- (b) *protection from harm and neglect;*
- (c) *education, training and recreation;*
- (d) *the contribution made by them to society;*
- (e) *social and economic well-being.*⁸

⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/273183/5730.pdf

⁶ *Every Child Matters* <https://www.education.gov.uk/consultations/downloadableDocs/EveryChildMatters.pdf>
Every Child Matters: Next Steps

<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/0240-2004.pdf>

Every Child Matters : Change for Children

<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/DFES10812004.pdf>

⁷ <http://www.everychildmatters.gov.uk/files/F25F66D29D852A2D443C22771084BDE4.pdf>

⁸ <http://www.legislation.gov.uk/ukpga/2004/31>

The Act stipulated that the duty to co-operate was to be delivered by Children's Trusts which would be established in each local authority area and led by a Children's Trust Board with the aim of improving integrated working, including joint planning and delivery of services to all children and young people in its area. In 2005 the Department for Education issued statutory guidance⁹ for Trusts on the duty to co-operate to which all local authorities and "relevant partners" must have regard. Children's Trusts were required to produce a single Children and Young People's Plan – a common strategy detailing how they will cooperate to improve children's wellbeing. Each local authority was also required to appoint a Director of Children's Services.

Changes under the coalition

When the coalition government came into power in 2010 there was a change in policy emphasis and in priorities¹⁰. This was viewed by some as an abandonment of the whole-child approach "*in favour of a narrow focus on educational standards*".¹¹ From October 2010 the Department for Education withdrew the Children's Trusts statutory guidance and removed the requirement for each Trust to produce an annual Children and Young People's Plan. The Department defended the changes as a move away from central direction and "heavily prescriptive"¹² statutory guidance towards more flexibility and control. It stated:

*The core principle of a shared commitment to improve the lives of children, young people and families – enshrined in the "duty to cooperate" on local strategic bodies – remains as important as it ever was.*¹³

Local authorities could still set up a Children's Trust Board and publish a joint strategic children's plan, but agencies would no longer be under a formal duty to "have regard" to any such voluntary plan.

Evaluation studies

There is limited research evidence on progress towards integration of children's services at national level, although there is reporting at Local Authority level. There is little systematic collection of data on how integration impacts on children, young people and their families. Most studies focus on the processes of integrated working rather than on the outcomes. In particular there is limited evidence from the perspective of users – children and their families. However, since the initiation of ECM there have been some evaluations of the effectiveness of the policy framework.

⁹<https://www.education.gov.uk/consultations/downloadableDocs/Childrens%20Trust%20Statutory%20Guidance.pdf>
<http://webarchive.nationalarchives.gov.uk/20101012083544/http://www.dcsf.gov.uk/everychildmatters/download/?id=8153>

¹⁰ <http://www.cypnow.co.uk/cyp/news/1053008/government-clarifies-ban-every-child-matters>

¹¹ TES A *Dangerous Lesson To Forget* 25 May 2012

<http://www.tes.co.uk/article.aspx?storycode=6241724>

¹² <http://webarchive.nationalarchives.gov.uk/20130903140600/http://education.gov.uk/childrenandyoungpeople/healthandwellbeing/a00202982/anewapproachfor-childrenstrustboards>

¹³ <http://webarchive.nationalarchives.gov.uk/20130903140600/http://education.gov.uk/childrenandyoungpeople/healthandwellbeing/a00202982/anewapproachfor-childrenstrustboards>

➤ **DfES/DH National Evaluation Study 2004-2007**

Under *Every Child Matters* it was planned that Children's Trusts would bring together education, health, social services and other partners, to promote cooperation with the aim of improving children's well-being. To this end a number of *Pathfinder* projects were established and funded by government to help develop and pilot inter-agency working arrangements that would eventually be used by the Children's Trusts. Between 2004 and 2006, 35 of the 150 local authorities in England took part. A national evaluation study of these *Pathfinder* projects was conducted for the Department for Education and Skills (DfES) and the Department of Health (DH) between 2004 and 2007.¹⁴ The study found that the *Pathfinders* had:

- *Acted as a catalyst for more integrated approaches to the diagnosis and provision of services for children*
- *Drawn together a variety of statutory and local services with the aim of enabling them to make a difference to the well-being of children and young people*
- *Begun to develop expertise in joint commissioning of services across traditional organisational boundaries*
- *Sometimes found it difficult to engage partners in key sectors, notably where there are funding difficulties or complex accountability frameworks*
- *Enabled joined-up approaches to workforce development and training*
- *Facilitated the development of new types of professional who are able to work across long-standing organisational and professional boundaries*¹⁵

The study authors concluded it was “*too early to provide definitive evidence*” of the influence of *Pathfinders* on outcomes for children and young people. However it found some promising signs of local improvements, for example improvements in efficiency of services were reported and some areas were working towards reinvesting efficiency savings into preventative work.

➤ **2007 OFSTED evaluation**

In 2007 the independent Office for Standards in Education, Children's Services and Skills (OFSTED) published “*Narrowing the Gap: the inspection of children's services*”. It reported the findings of Annual Performance Assessments (APAs) of 102 councils and 37 Joint Area Reviews of children's services in England. APAs took into account a wide range of published evidence including data and indicators in addition to each council's review of its progress. Joint Area Reviews assessed the contribution made by the wider area partnerships towards improving outcomes for children and young people. The report highlighted the strengths and weaknesses in the contributions made by the councils and their partners in local areas,

¹⁴ DfES *Children's Trust Pathfinders: Innovative Partnerships for Improving the Wellbeing of Children Final Report 2007*
<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/RR839.pdf>

¹⁵ Ibid Page 1

making particular reference to each of the five *Every Child Matters* outcomes. OFSTED stated in the report:

*The inspection of children's services has been taking place against a rapidly changing background for local councils and their partners. At this stage, the picture in local areas, as observed through annual performance assessments and joint area reviews, is therefore one of work in progress towards providing better integrated services and improving outcomes for all children and young people. The overall picture is an improving one, with children's services in 107 out of the 139 authorities covered by this report making a good or excellent contribution towards delivering better outcomes for children and young people.*¹⁶

➤ **2010 Children's Workforce Development Council evaluation**

The Children's Workforce Development Council (CWDC) was established in 2005 by the Department for Children Schools and Families to support the implementation of *Every Child Matters*¹⁷. In 2010 it commissioned a group of academics to review the existing national and local-level research on integrated working in children's services. The study aimed to focus on the effectiveness of integrated working, specifically its impact on outcomes however the report warned that drawing solid conclusions from this type of study is problematic. This is because additional factors such as individual child and family characteristics and other related programmes and policy initiatives can influence a child's life experience and make it difficult to establish a causal link. Furthermore, it takes time for integrated working to be firmly established and for evidence on outcomes to emerge. The authors stressed:

*...the evidence from this review would indicate that integrated working does bring about changes that can be expected to increase effectiveness in practice which are likely to lead to better outcomes*¹⁸.

A key finding was that integrated working requires a major change in the structure of organisations, working processes and in cultures. The review found evidence of good progress in this regard over the previous six years however:

...it is still early days and progress tends to be neither linear nor uniform across sectors, regions or agencies. Consequently, organisations and professionals working with children and families are at different stages in the journey to fully embedding integrated working at strategic and operational levels and in relation to practice. Moreover, it would be unrealistic to expect to find conclusive evidence that integrated working was effective for all children; a

¹⁶ OFSTED *Narrowing the gap: the inspection of children's services 2007*
[http://www.ofsted.gov.uk/filedownloading/?file=documents/surveys-and-good-practice/n/Narrowing%20the%20gap_the%20inspection%20of%20children's%20services%20PDF%20format\).pdf&refer=0](http://www.ofsted.gov.uk/filedownloading/?file=documents/surveys-and-good-practice/n/Narrowing%20the%20gap_the%20inspection%20of%20children's%20services%20PDF%20format).pdf&refer=0)

¹⁷ It was dissolved in March 2012

¹⁸ Page 9 Children's Workforce Development Council *Integrated Working: a Review of the Evidence 2010*
<http://dera.ioe.ac.uk/3674/>

*more realistic aspiration would be for integrated working to benefit most children in most contexts.*¹⁹

In conclusion, the authors noted:

...although the evidence is limited on outcomes for children and families, evidence suggests that overall the direction of travel would appear to be a positive one.

➤ **July 2012 NFER evaluation**

The National Foundation for Educational Research (NFER) examined the approach taken by local authorities to their Children's Trust arrangements and how they were fulfilling their duty to promote cooperation with partners to improve the health and wellbeing of children and young people. The findings were based on interviews with local authority senior officers, councilors and public health leaders across seven English local authorities.

By the time of the NFER research the policy context in relation to the health and well-being of children and young people had shifted. For example, the Health and Social Care Act 2012, while not yet enacted, would provide for a significant transfer of responsibility for health to local government in England and Wales. In addition, statutory guidance for Trusts and the requirement to produce an annual Children and Young People's Plan had been withdrawn in 2010. Local authorities and partners were still required to have a Children's Trust Board and the wider duty to cooperate to improve children's wellbeing, as set out in the Children Act 2004, remained in force. It was found that the withdrawal of statutory guidance was offering local authorities more flexibility in ensuring that their Children's Trust Board fitted with local Health and Wellbeing Board arrangements to suit their local context. As a result local authorities had begun to choose to implement the changes in different ways with some adapting their Children's Trust Board arrangements to a children's partnership arrangement. In the changing policy context of 2012 the NFER 'snapshot' study concluded that local authorities and partners were:

- *....Building on existing foundations to construct new ways of working to meet children's health and wellbeing needs...Generally, local authorities appeared to have taken advantage of new flexibilities and freedoms around Children's Trust arrangements, for example, by streamlining board membership.*
- *Local authorities and partners have built on existing structures, partnership working and a shared ethos, rather than radically reforming their previous Children's Trust arrangements.*
- *Local authorities and partners remain committed to developing a children's commissioning plan, either through their existing Children and Young People's Plan arrangements or via new plans.*

¹⁹ *ibid* Page 43

- *Local authorities and partners are committed to ensuring the Children’s Trust Boards (or equivalent); Health and Wellbeing Boards and CCGs are strategic, streamlined and focused on improving outcomes.*²⁰

²⁰ NFER *Local Authorities Approaches to Children’s Trust Arrangements* 2012
<https://www.nfer.ac.uk/nfer/publications/LGCH01/LGCH01.pdf>

3 Germany

Services for children and young people in Germany are known as *kinder-und Jugendhilfe*. As in England, recent developments in government policy and legislation for children and young people were greatly influenced by high profile child protection cases. The current German system is intended to be holistic and integrated, with a strong national legislative framework.

Policy and services for children and young people are designed and promoted at three administrative levels: the Federal, *Länder*²¹ and municipal levels.

Länder of Germany



²¹ The Federal Republic of Germany is a federal state consisting of 16 Länder

FEDERAL LEVEL

- Policy for children and young people is, firstly, a statutory national government responsibility situated in the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth.²² The Ministry has lead responsibility for the legislation relating to children and young people's services. The guiding principles, structure and responsibilities of the German child and youth welfare system are regulated in this legislation, the "Social Code, Book VIII – Child and Youth Services" (SGB VIII).
- Secondly, there is a statutory cross-cutting responsibility across all Federal Ministries whose policies have a direct or indirect impact on the various aspects of children and young people's lives. This includes policy on education, labour market, social, health, justice, interior, regional and urban policies. However, it is recognised that actions in other policy areas such as the environment, transport and economic development also have an impact on the opportunities of children and young people.

FEDERAL STATE (LÄNDER) LEVEL

- Children and young people's policy concerns not only the Federal Government but also the *Länder*. Each *Länder* is required by statute to establish a Land Youth Office with duties which include:
 - supporting local providers of services through advice and further training
 - providing financial support to voluntary service providers to help develop and expand provision
 - protection of children and young people in institutions

MUNICIPAL LEVEL

- The administrative districts at municipal or district level have a statutory responsibility to provide children and young people's services through a Youth Office. The Youth Offices are mandated to carry out and guarantee the duties and services laid down in the *Social Code Volume Eight* (SGB VIII). The legislation states that the administration and work of the Youth Office be carried out by a Committee for Youth Services. The Committee is tasked with coordinating, planning and improving services at the local level. It is required by statute to do this in partnership and cooperation with all organisations involved including statutory and voluntary sectors.

NATIONAL STRATEGY FOR CHILDREN AND YOUNG PEOPLE

The Federal Ministry has overall responsibility for a Federal Child and Youth Action Plan²³. The Action Plan for 2005-2010²⁴ specified 6 key outcomes or 'fields of action'. These

²² Bundesministerium für Familie, Senioren, Frauen und Jugend

²³ Kinder und Jugend Plan des Bundes

²⁴ National Action Plan for a child-friendly Germany 2005-2010 www.kindergerechtes-deutschland.de
http://www.national-coalition.de/pdf/nap-Germany05_englischpdf.pdf

summarise around 170 measures to improve the situation of children, young people and their families in Germany.



- The Federal plan was drawn up in close cooperation between representatives from the Federal level, the Länder, the municipalities and Children's Committee, (which includes representatives from statutory and voluntary sectors), experts from NGO's, academia and business. Children and young people were also able to contribute.

REPORTING AND EVALUATION

- Section 84 of Book VIII of the Social Code places an obligation on the Federal Government to report on the situation of young people and what has been done in the field of child and youth services during each legislative period. As well as analysing and taking stock of the current situation, the report must contain proposals for further development in children and young people's welfare.
- Reports on the well-being of children and young people are produced by independent experts and published every four years.²⁵
- National conferences were held on each of the six fields of action expressed in the national Child and Youth Plan 2005-2010. The participants were drawn from a broad range of social groups and included children and young people.
- A website²⁶ reported on all the activities in implementing the 2005 -2010 Plan.

²⁵ *Kinder-und Jugendbericht*

²⁶ www.kindergerechtes-deutschland.de

OUTCOMES FOR CHILDREN AND YOUNG PEOPLE

Research by the German Youth Institute²⁷ reported on outcomes from the national strategy (the Federal Child and Youth Action Plan 2005-10). It found that the policies and actions had lasting effects beyond the duration of the programme. In particular, the research identified numerous positive effects in the areas of education, health and participation and identified good practice examples²⁸.

UNICEF research for 2013²⁹ ranked Germany sixth in a league table of 29 developed countries according to the overall well-being of their children. Overall well-being was based on 5 key dimensions – material well-being, health and safety, education, behaviours and risks, housing and environment.

²⁷ <http://www.goethe.de/wis/fut/prj/for/jug/en8450228.htm>

²⁸ http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fDEU%2fQ%2f3-4%2fAdd.1&Lang=en

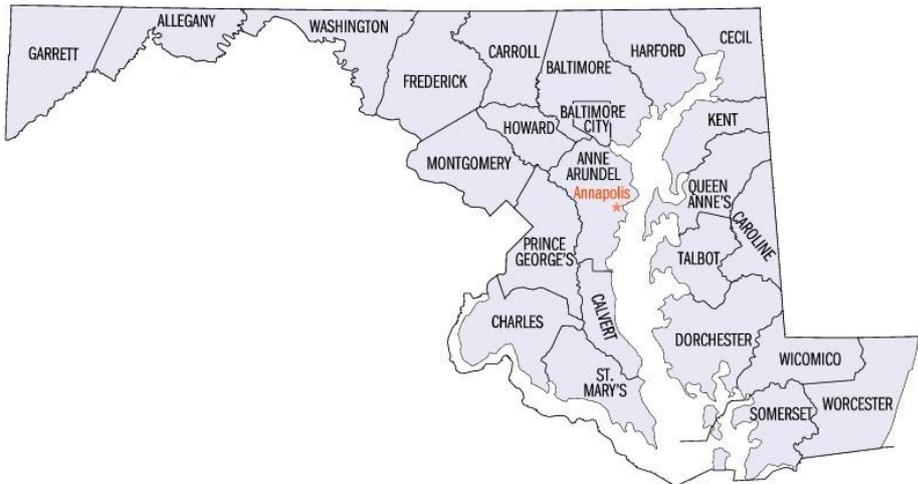
²⁹ UNICEF *Child well-being in rich countries: A comparative overview* Innocenti Report Card 11 2013
http://www.unicef-irc.org/publications/pdf/rc11_eng.pdf

4 United States

The State of Maryland

In the 1990's, in order to address fragmented and hard to access services for children and their families, the state of Maryland sought to change the way in which services were provided, delivered and funded. Local jurisdictions (counties) were given statutory powers to plan, implement and monitor services for children and their families on an interagency basis.

Maryland counties³⁰



Legislation enacted in 1990 and in 2006 required Local Management Boards (LMBs) in each Maryland County to design and implement strategies to achieve a set of clearly defined outcomes for children and young people and their families as articulated in a 5 year strategic plan. *Improving results for children, youth and families* is the overarching aim of all LMBs. Statutory responsibilities of LMBs includes:

- Strengthening the decision-making capacity at the local level;
- Designing and implementing strategies to achieve clearly defined results for families and children;
- Maintaining standards of accountability for locally agreed upon results for children and families;
- Influencing the allocation of resources across systems as necessary to accomplish the desired results;
- Building local partnerships to coordinate children and family services within the jurisdiction to eliminate fragmentation and duplication of services
- Creating an effective system of services, supports, and opportunities that improve outcomes for all children, youth, and families;³¹

³⁰ Map source: en.wikipedia.org

- Maryland's children's strategy has 8 Child Well-being Results or outcomes to be achieved through collaborative partnerships:

Maryland's Child Well-Being Results:

- ❖ Babies born healthy
- ❖ Healthy children
- ❖ Children enter school ready to learn
- ❖ Children successful in school
- ❖ Children completing school
- ❖ Children safe in their families and communities
- ❖ Stable and economically independent families
- ❖ Communities which support family life

- One of the Maryland's local councils – Montgomery Council is responsible for management of the LMBs. It hosts a Collaboration Council whose role is to plan, coordinate, fund and monitor interagency services. The Collaboration Council consists of representatives from statutory agencies, elected office, business and the community.

ACCOUNTABILITY

- At state level the Governor's Office for Children (GOC) is required (by statute) to track progress in improving children's well-being. In order to achieve this, the Governor's Office and other child-serving agencies adopted a Results Accountability framework. This approach focuses planning, decision-making, and budgeting on desired results and outcomes. The GOC issues a number of reports each year aimed at tracking the effectiveness of certain interventions and creating the best strategy to improve child well-being
- The Maryland Association of LMBs is required to report annually to the State's General Assembly.
- LMB's are required to report annually on their performance to the Collaboration Council.

EFFECTIVENESS

Evaluation has covered the effectiveness of LMBs in carrying out their statutory roles, the impact of LMB programmes, strategies and activities on children and family and local delivery systems.

³¹An. Code 1957,art.49D,§ 2-103;2007,ch3,§2.

- Maryland's Results for Child Wellbeing annual reports are available on the Governor's Office website.³² Over time a number of indicators have continued to show positive trends for Maryland's children, including multiple indicators under each of the report's three overarching themes: health, education, and community.

Results 'highlights':

Result - Children Enter School Ready to Learn

Maryland's performance in this area has shown marked improvement over time. The percent of children 'fully ready' for school increased from 60% in the 2005-06 school year to 78% in the 2009-10 school year – an increase of 30% in four years.

Result - Children Successful in School

Children in Maryland counties have shown marked improvements in reading ability – an important marker for school achievement. Another key indicator, absences from school has shown a similar improvement. Since the school year 2006-07, the absence rate decreased from 14.5 percent to 10.2 % in school year 2009-10.

Source: *Maryland's Local Management Boards: Making a Difference for Children and Families*

- A survey of LMB members and partners in 2003 found that LMBs had measurably improved the collaboration among local partners, bringing together stakeholders that had never previously worked together to address the needs of their children and youth.³³
- The table below summarises the effectiveness and impact of LMBs as assessed in a survey in 2013³⁴ in which representatives from government agencies, service providers, community and voluntary organisations, parents and children participated.

³² <https://goc.maryland.gov/wp-content/uploads/sites/8/2014/10/Results-and-Indicators-Revised-Final-Version-1-5.pdf>

³³ *Systems Change Through the Youth Strategies Grant* University of Maryland 2003

³⁴ Maryland's Local Management Boards: Making a Difference for Children and Families
http://communitypartnerships.info/wp-content/uploads/2014/05/MD_LMB_Jan_2011.pdf

LMB effectiveness carrying out key roles and responsibilities <i>(score is combined effective/very effective responses)</i>	Response
1. Assess community needs	88%
2. Build collaborative partnerships	88%
3. Help to develop programmes that respond to community needs and strengths	85%
4. Identify and work to close service gaps	84%
5. Maintain standards of accountability	83%
6. Develop strategies that achieve clearly defined results for children and youth	81%
7. Serve as resources for agencies and grassroots organisations	81%
8. Create an effective system of services, supports and opportunities	79%
9. Leverage new and existing grants and funding streams	79%
10. Represent local needs and concerns to local government	78%
11. Influence the allocation of resources across systems	73%
12. Represent local needs and concerns to state policymakers	73%
13. Keep the community informed on progress being made	71%
14. Engage a diverse representation of individuals across the community to participate in decision-making	71%

LMB impact <i>(score is combined effective/very effective responses)</i>	Response
1. Contribute to achieving better results for children and families in our county	87%
2. Operate programmes that are achieving a high rate of success	86%
3. Enhance community resources to deliver needed services	86%
4. Raise awareness about child, youth, family and community needs	86%
5. Engage a diverse representation to participate in local decision-making about priorities, services and funding	80%
6. Leverage new and existing grants and funding streams to improve services for children	80%
7. Engage community stakeholders to take action to make a difference for children and families in their community	79%
8. Launch new programmes in the county to benefit children and families	79%
9. Strengthen the decision-making capacity at the local level to set priorities and make funding decisions regarding services to children, youth and families	77%
10. Increases the capacity of service providers	73%