

STRATEGIC PARTNERSHIPS AND EVALUATION DIRECTOR

JOB TITLE	Strategic Partnerships and Evaluation Director
REPORTS TO	Executive Director
DEPARTMENT/REGION NAME	Statewide
FTE	1.0
FLSA	Exempt
PAY GRADE	16

OFSN strives to create a team of engaged employees who represent diverse backgrounds, languages, points of view and experiences. We understand that achieving equity is a continuous process, and we work to maintain the highest standards of ethics, transparency, and accountability.

OFSN is a family run organization that values those who have direct experience raising a child with significant mental, behavioral health challenges. OFSN gives preference to hiring individuals who have this direct experience.

PRIMARY PURPOSE

The Strategic Partnerships and Evaluation Director identifies, develops, and manages strategic partnerships to achieve organizational goals, while also overseeing the evaluation of those partnerships to ensure their effectiveness and alignment with overall objectives. This role involves building and maintaining relationships with external partners, coordinating joint initiatives, and analyzing partnership performance. The Director acts as a key driver in fostering and optimizing relationships with external systems and partner organizations to advance family support, system change and legislative advocacy. The Director will develop, manage and implement strategic initiatives across the organization and in the community that support family responsive systems and services and build organizational capacity to identify, develop, and sustain strategic programmatic and funding partnerships.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Identify and Cultivate Innovative Partnerships (30%)

- Research potential partners, initiating contact, and building relationships that align with the organization's strategic goals.
- Oversee the development of partnerships, coordinating joint initiatives, and monitoring progress towards established goals.
- Collaborate with executive leadership to assess the effectiveness of partnerships, identify areas for improvement, and ensure they are contributing to the organization's strategic objectives.
- Strengthen partnerships with state agencies, community-based organizations, and other leadership to identify aligned partnerships that enhance the family support workforce and family well being.

Develop and Manage Collaborative Partnerships (30%)

- Engage in collaborative projects to enhance child and family well-being, including initiatives related to child abuse prevention, youth mental health, disability services, and education equity.

Policy and Legislative Advocacy (25%)

- Participate in cross functional policy making groups to elevate the organizations priorities and collaborative partnerships.
- Develop accessible policy education materials and promote the integration of family voice in rulemaking, legislative hearings, and advisory bodies.
- Develop and deliver innovative ways to support parent engagement, elevating family experiences to inform and impact system change.
- Develop and deliver innovative advocacy strategies that effectively impact policies that serve children and families well being.
- Oversee the implementation of an annual Policy and Advocacy Academy for parents and family members.
- Lead strategic visioning and implementation for Parent Advisory Councils and other parent engagement initiatives identified.
- Engage in key legislative bill tracking, analysis, recommendations, preparation and delivery of testimony.

Research and Evaluation (15%)

- Participate in the development of workforce program assessments, operating procedures and practices.
- Develop and maintain research partnerships with universities, evaluators, and community-based researchers to strengthen the organization's evaluation capacity.
- Enhance the organizations use of evaluation tools, frameworks, and shared language to communicate impact and align with family support and child abuse prevention best practices.
- Work with partners to design and adapt evaluation approaches that capture family voice, demonstrate outcomes, and support impact stories to funders, policymakers, and the community.
- Assess how well current assessment practices are working, identifying opportunities for improvement and alignment with national and state-level evaluation frameworks.
- Promote a culture of learning by integrating evaluation findings into program planning, policy advocacy, and organizational decision-making.

OTHER DUTIES AND RESPONSIBILITIES

- Represent organizational priorities on statewide system level committees, commissions and workgroups.
- Manage identified organization wide strategies that support employees and teams to flourish by creating a high level of relational competency.
- Promote a workplace culture that supports wellness, equity, and meaningful connection among staff.
- Other duties as assigned or needed by the organization.

QUALIFICATIONS

- Three years of experience with curriculum development, project management or a related field.
- Demonstrated experience in policy advocacy, family engagement, or leadership development.
- Skilled facilitator with experience designing and delivering training.
- Demonstrated understanding of systems impacting children and families, including behavioral

health, education, and child welfare.

- Experience supervising Family Support Specialists.
- Proven track record of managing and delivering complex projects.
- Excellent written and verbal communication skills, and ability to present and work with diverse audiences, specifically racial, ethnic, gender expression, socioeconomic, education, spiritual and alternative cultural backgrounds.
- Must be able to pass preemployment requirements, which includes a criminal and abuse background check.
- Ability to represent complex and diverse issues in an articulate and compelling manner.
- Demonstrated ability to bring multiple views and perspectives together for common services, supports and outcomes.
- Must be able to manage multiple projects within tight timelines and deadlines.
- Demonstrate excellent organizational and time management skills.
- Proven ability to work independently and part of a team.
- Have reliable transportation, valid and current automobile insurance and an insurable good driving record, or access to reliable transportation.
- Knowledge and understanding of confidentiality standards according to HIPAA.
- Comprehensive knowledge of, or ability to use, Microsoft Office (such as Word, Excel, PowerPoint), database, and electronic health record software, and virtual platforms (such as Zoom and Google Meets).

1. PHYSICAL DEMAND - Use the following to indicate the type, amount, and frequency of physical effort typically required to perform the essential functions of the job acceptably; including the work positions in which the effort is applied. Physical effort refers to manual effort and may include lifting, moving, pulling, pushing, carrying, manipulating, shoveling, etc.

A. The physical effort typically applied in this job includes (check all applicable boxes):

<input checked="" type="checkbox"/> Lifting	<input checked="" type="checkbox"/> Pulling	<input checked="" type="checkbox"/> Reaching	<input checked="" type="checkbox"/> Manipulating
<input checked="" type="checkbox"/> Carrying	<input checked="" type="checkbox"/> Pushing	<input type="checkbox"/> Shoveling	<input checked="" type="checkbox"/> Keying/typing
<input type="checkbox"/> Other (specify)			

B. Check the box that best reflects the amount of effort typically applied and the frequency of application (Note: Whereas the following chart refers to lifting, any equivalent effort may be substituted):

Amount of Effort Applied	% of Time Effort is Applied			
	Less than 15%	15% to 40%	40% to 70%	More than 70%
Less than 1lb.				
Between 1 & 5 lbs.			x	
Between 5 & 25 lbs.		x		
Between 25 & 60 lbs.	x			
More than 60 lbs.				

C. The effort reflected in the above chart is typically applied in the following work positions (check those applicable):

<input checked="" type="checkbox"/> Sitting	<input checked="" type="checkbox"/> Standing	<input checked="" type="checkbox"/> Walking
<input type="checkbox"/> Stooping	<input checked="" type="checkbox"/> Bending	<input type="checkbox"/> Confined
<input checked="" type="checkbox"/> Carrying		

2. MENTAL OR VISUAL DEMAND - Check the statement below that best describes the degree of mental and/or visual fatigue typically sustained through the application of mind and eyes in performing the job (please edit statement as needed to fit job):

Occasional mental and/or visual attention; the operation performed is either close to being automatic or the duties require attention only at long intervals.

Frequent mental and/or visual attention; the flow of work is intermittent with checking or inspection involved.

Continuous mental and/or visual attention; the work is either repetitive or diversified requiring constant alertness to monitor the production process and/or identify defects.

Concentrated mental and/or visual attention; the work involves performing complex tasks to very close accuracy and quality specifications; or a high degree of hand and eye coordination for sustained periods.

Intense and/or exacting mental and/or visual attention; the work involves visualizing, planning, laying out, or otherwise performing very involved and complex work.

3. WORKING CONDITIONS - Use the following to indicate the presence, relative amount of, and continuity of exposure to disagreeable elements typically found in the physical work surroundings.

A. Identify the kinds of disagreeable elements incumbent would typically be exposed to in the work area (check all applicable boxes):

Dust Dirt Heat Cold
 Fumes Noise Vibration Water
 Other (specify)

B. Check the statement below that best describes the physical surroundings or conditions under which the job is typically performed and the extent of exposure to the disagreeable elements noted above (please edit statement as needed to fit this particular job):

The job is typically performed under very comfortable working conditions; any disagreeable elements are generally absent during normal performance of job.

Work is typically performed under reasonably good working conditions; while exposure to any or all of the above elements may occur, such exposure is generally not present to the extent of being disagreeable.

The job is often performed under somewhat disagreeable working conditions; exposure to any or all of the above elements is likely, with at least one present to the extent of being disagreeable.

The job is continuously performed under disagreeable working conditions; exposure to any or all of the above elements is probable, with several being present to the extent of being objectionable.

Work is continuously performed under extremely disagreeable working conditions; exposure to many objectionable elements is both continuous and intensive.

4. ATTENDANCE - While all employees are expected to comply with company attendance standards, the nature of some positions may require different standards in order to fulfill the essential functions of the job. Indicate below if compliance with the general company attendance standards is acceptable, or if different standards apply (please be specific):

Compliance with general company standards.
Work in community-based environments and facilities.
Some weekend and evenings may be required.
Travel across the state and some overnights required.
Travel within the region is required. Occasional multi-state travel and overnight stays are required.
May require remote work or virtual work and training delivery.
Requires regular and reliable attendance.

5. **SAFETY** - While all employees are expected to comply with company attendance standards, specific practices as identified through job safety analysis (JSA) may be required. (JSA attached) Indicate below if compliance with the general company safety standards is acceptable, or if different standards apply (please be specific):

Compliance with general company standards.

Additional safety precautions apply, including communicating status of location, adhering to safety protocols for community-based work and emergency situations.

6. **EEO CLASSIFICATION** - This section should be completed by the Human Resources Department. It classifies positions for specific state and federal reporting requirements. Maybe different formatting?

<input checked="" type="checkbox"/>	Executive/Senior Level Managers (1.1)	<input type="checkbox"/>	First/Mid-Level Managers (1.2)	<input type="checkbox"/>	Professional (2)	<input type="checkbox"/>	Technician (3)
<input type="checkbox"/>	Sales (4)	<input type="checkbox"/>	Administrative Support Workers (5)	<input type="checkbox"/>	Craft Worker (6)	<input type="checkbox"/>	Operative (7)
<input type="checkbox"/>	Laborer (8)	<input type="checkbox"/>	Service Worker (9)				

7. **SIGNATURES & DATES** - **NOTE: Because jobs change, management reserves the right to add to or change the duties of the position at any time.**

<i>Immediate Supervisor</i>	<i>Date:</i>	<i>Director</i>	<i>Date:</i>
<i>Human Resources</i>	<i>Date:</i>	<i>Employee</i>	<i>Date:</i>