

SAN DIEGO COUNTY OFFICE OF EDUCATION
Certificated Management

Executive Director, HeartSpire Initiative and Strategic Partnerships

Purpose Statement:

Under administrative direction, the Executive Director, HeartSpire Initiative and Strategic Partnerships provides executive-level leadership, strategic direction, and administrative oversight for the HeartSpire Initiative and related countywide whole-child systems and strategic partnerships; leads the development, implementation, scaling, and sustainability of integrated school-based mental health, wellness, community schools, and student and family support systems; develops and maintains high-level partnerships among school districts, public agencies, health and behavioral health providers, philanthropic organizations, community-based organizations, and other stakeholders; and provides strategic consultation and technical assistance to local educational agencies.

Diversity Statement:

Because each person is born with inherent worth and dignity, and because equitable access and opportunity are essential to a just, educated society, SDCOE employee commitments include being respectful of differences and diverse perspectives, and being accountable for one's actions and the resulting impact.

Representative Duties:

This position description is intended to describe the general nature and level of work being performed by the employee assigned to the position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with the position. Incumbents may be required to perform any combination of these duties.

Essential Functions:

- Directs and supports the design, implementation, countywide scaling, and long-term sustainability of the HeartSpire Initiative and aligned whole-child systems.
- Establishes program goals, priorities, implementation strategies, performance measures, and accountability structures consistent with SDCOE priorities and countywide, state, and federal initiatives.
- Provides guidance, training, and technical assistance to school-based mental health, wellness, community schools, integrated student support systems, and key partners (e.g. LEAs and county offices of education).
- Translates emerging research, legislation, policy, and best practices into strategic initiatives, implementation frameworks, and actionable recommendations.

- Develops and implements strategies that strengthen student and family well-being, staff sustainability, belonging, academic achievement, engagement, and postsecondary and life outcomes.
- Assesses emerging needs and opportunities and recommend new initiatives, partnerships, services, and resource strategies to advance program goals.
- Leads continuous improvement efforts to evaluate program effectiveness, identify barriers, and refine strategies for sustainable implementation and scale.
- Establishes, cultivates, and sustains high-level cross-sector partnerships with school districts, county agencies, healthcare and behavioral health providers, municipal leaders, philanthropic organizations, community-based organizations, and other public and private partners.
- Provides executive consultation and strategic guidance to superintendents, cabinet-level district leaders, public agency executives, and other senior leaders regarding whole-child systems, wellness, behavioral health, community schools, and related initiatives.
- Represents SDCOE in local, regional, state, and other forums related to integrated behavioral health, wellness, community schools, whole-child systems, and strategic partnerships.
- Builds relationships with community and system partners to expand access to services and resources for students, families, and staff.
- Advocates for policies, practices, investments, and systems that advance integrated student, family, and staff supports.
- Directs the development and expansion of community wellness hubs and integrated systems of student, family, and staff support in collaboration with school districts and community partners.
- Leads technical assistance, professional learning, coaching, and capacity-building efforts for local educational agencies implementing culturally and linguistically responsive school-based wellness, behavioral health, community schools, and whole-child systems.
- Supports local educational agencies in assessing readiness, developing implementation plans, establishing infrastructure, and sustaining integrated support systems.
- Collaborates with SDCOE departments, divisions, and external partners to embed trauma-informed, healing-centered, human-centered, culturally responsive, and equity-centered practices into policies, programs, professional learning, and continuous improvement processes.
- Develops and facilitates professional learning and leadership development opportunities for district and school leaders and other educational professionals.
- Establishes communities of practice and collaborative learning structures that promote shared learning, innovation, replication of effective practices, and regional coherence.
- Aligns and leverages local, state, and federal initiatives and funding opportunities, including Local Control and Accountability Plan (LCAP), Expanded Learning Opportunities Program (ELO-P), Family First Prevention Services Act (FFPSA), Children and Youth Behavioral Health Initiative (CYBHI), Multi-Tiered System of Support (MTSS), California Community Schools Partnership Program (CCSPP), and related whole-child initiatives.

- Monitors changes in legislation, regulations, policies, funding structures, and emerging initiatives and assess their potential impact on SDCOE programs, districts, and strategic partnerships.
- Develops innovative fiscal and policy alignment strategies to support the blending and braiding of funding streams and promote long-term sustainability of regional wellness and community school systems.
- Identifies and pursues opportunities to align and integrate resources, services, and investments across agencies and funding sources.
- Provides strategic guidance regarding grant development, implementation, compliance, reporting, evaluation, and sustainability.
- Develops, monitors, and evaluates program budgets and resource allocation strategies to ensure effective and responsible use of available resources.
- Ensures compliance with applicable grant requirements, laws, regulations, policies, and SDCOE procedures.
- Prepares or directs the preparation of reports, presentations, proposals, dashboards, and other materials communicating program progress, outcomes, and recommendations to executive leadership, governing bodies, partners, and other stakeholders.
- Establish and utilize systems for collecting, analyzing, and reporting longitudinal data related to wellness, belonging, academic achievement, engagement, and postsecondary outcomes.
- Uses research, evaluation findings, stakeholder feedback, and implementation data to recommend program modifications and strategic investments.
- Establishes performance measures and accountability systems to assess progress toward program and partnership goals.
- Fosters a collaborative organizational culture characterized by shared accountability, innovation, inclusion, belonging, wellness, and commitment to high-quality service.
- Performs personnel functions to maintain adequate staffing, enhance productivity of personnel, and achieve objectives.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Knowledge and Abilities

KNOWLEDGE of:

Human centered and socially conscious leadership;

Whole-child systems and frameworks, including community schools, Multi-Tiered System of Support (MTSS), school-based wellness, behavioral health, and integrated student support systems;

Trauma-informed, healing-centered, human-centered, culturally responsive, and equity-centered practices;

Principles and practices of systems transformation, implementation science, strategic planning, organizational change, and continuous improvement;

Principles and practices of executive leadership, organizational development, supervision, and staff development;

Adult learning theory, professional learning design, coaching, technical assistance, and capacity-building strategies;

Strategic partnership development, collaborative governance, coalition building, and multi-agency collaboration;

Grant development and administration, program evaluation, budgeting, fiscal management, and sustainability strategies;

Local, state, and federal education, health, behavioral health, community schools, and youth-serving policies, legislation, programs, and funding structures;

LCAP, ELO-P, FFPSA, CYBHI, MTSS, CCSPP, and related initiatives and funding opportunities;

Data systems, longitudinal outcome measures, performance dashboards, evaluation methodologies, and data-informed decision-making;

Principles of negotiation, consensus building, conflict resolution, and collaborative problem-solving;

Practices that promote cultural and linguistic responsiveness, equity, belonging, human dignity, and community engagement.

ABILITY to:

Promote a human-centered culture that elevates the strengths of others creating a sense of belongingness;

Provide executive leadership and strategic direction for complex, countywide initiatives involving multiple organizations and stakeholder groups;

Develop and sustain effective strategic partnerships across education, health, behavioral health, government, philanthropy, and community systems;

Supervise, coach, evaluate, and develop professional staff while establishing clear expectations and shared accountability;

Lead cross-functional teams and facilitate collaborative decision-making among individuals and organizations with diverse perspectives and priorities;

Interpret and apply legislation, regulations, policies, research, and funding requirements to complex program and organizational issues;

Translate broad strategic goals into actionable implementation plans, measurable outcomes, and sustainable systems;

Align multiple initiatives, funding sources, programs, and organizational priorities to support coherent implementation;

Develop innovative approaches to blending and braiding funding and resources to support long-term program sustainability;
Analyze, synthesize, and communicate complex quantitative and qualitative information to inform strategic decisions and recommendations;
Manage complex programs, grants, budgets, timelines, contracts, partnerships, and deliverables;
Anticipate emerging challenges and opportunities and develop effective strategies to address them;
Communicate effectively, both orally and in writing, with superintendents, executive leaders, public officials, school and district personnel, community partners, families, state agencies, and other diverse audiences;
Represent SDCOE effectively in high-level meetings, committees, coalitions, and public forums;
Establish and maintain effective working relationships with individuals and groups representing diverse perspectives, backgrounds, cultures, and organizational interests;
Promote a culture of belonging, inclusivity, wellness, human dignity, innovation, and shared purpose;
Work independently with broad administrative direction and exercise sound judgment in matters involving significant organizational, fiscal, policy, and partnership implications;
Travel to and from school districts, community wellness sites, partner organizations, meetings, and other work locations.

WORKING CONDITIONS & PHYSICAL ABILITIES:

Environment:

Duties are performed in a professional office environment and at school district, community, and partner locations. Regular travel throughout San Diego County and occasional travel to other locations is required. May be designated in an alternate work setting using computer-based equipment to perform duties.

Physical Abilities:

Must be able to hear and speak to exchange information; see to perform assigned duties; sit and/or stand for extended periods of time; operate a computer and other office equipment; communicate effectively through electronic and other means; and occasionally lift light objects. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Education and Experience:

Education: Master's degree from an accredited college or university in education, educational leadership, school counseling, social work, psychology, public health, or a related field;

Experience: Five (5) years of progressively responsible leadership experience at the school site, district, county, state, or comparable organizational level. Qualifying experience should include progressively responsible experience supervising personnel and leading complex, multi-stakeholder, systems-level initiatives involving community schools, school-based mental health, behavioral health, wellness, student support systems, educational systems improvement, or related whole-child initiatives. Experience developing strategic partnerships, managing grants and programs, aligning multiple funding sources, and implementing continuous improvement strategies is highly desirable.

Equivalency: A combination of education and experience equivalent to a master's degree from an accredited college or university in education, educational leadership, school counseling, social work, psychology, public health, or a related field and five (5) years of progressively responsible leadership experience at the school site, district, county, state, or comparable organizational level. Qualifying experience should include progressively responsible experience supervising personnel and leading complex, multi-stakeholder, systems-level initiatives involving community schools, school-based mental health, behavioral health, wellness, student support systems, educational systems improvement, or related whole-child initiatives.

Required Testing

N/A

Certificates, Licenses, Credentials

A valid California Administrative Services Credential
Valid California Driver's License

Continuing Educ./Training

Maintains Certificates and/or Licenses

Clearances

Criminal Justice Fingerprint/Background Clearance
Physical Exam including drug screen
Tuberculosis Clearance

FLSA Status: Exempt

Salary Grade: Certificated Management, Grade 056

Approval: Donald Ogden
Donald Ogden (Sep 24, 2026 15:41:58 PDT)
Dr. Don Ogden, Assistant Superintendent
Human Resource Services