

From Creating Opportunity to Creating Coherence

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Roadmap

1 Credit where credit is due >

2 The navigation problem >

3 System coherence >

4 Infrastructure >

5 From infrastructure to action >

6 The next phase + close >

Who am I?



Austin D. Eubanks, Ph.D.

Assistant Director of Research and Programming

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University of Arkansas, College of Education and Health Professions

- Graduated in Arkansas (Jonesboro/Valley View)
 - Also lived in San Antonio 8 years
 - Also lived in tiny rural town in Alabama many years
- Joined Marine Corps 17
 - Spent 3 years (2 Iraq tours) as an infantryman
 - Then 3.5 years as a marksmanship instructor/trainer
 - Retired in 2012 as a Sergeant
- USMC → U of A
 - Bachelors in psychology
 - Master's in social psychology
 - With focus in quant/methods
 - Ph.D. in social psychology
- Landed in education with OIE

(Part 1) – Credit where credit is due

The problem used to be opportunity....

90 seconds:
**One thing your district built that doesn't get
talked about enough.**

(Part 2) – The Navigation Problem

**Creating opportunity and helping students
navigate it are not the same thing.**

**Navigating by accident instead of by
design.**

(Part 3) – System Coherence

The question isn't whether the opportunity exists. It's whether students can reach it.

“Bad systems beat good people every single time.” – *Secretary Oliva.*

90 seconds:

**Where do two pieces of your system not talk
to each other?**

(Part 4) – Infrastructure

Launch for Students

(Part 5) – From Infrastructure to Action

The next 60 days:

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- Name who owns the data

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- Name who owns the data
- Not in Launch, didn't happen
- Every 8th–10th grader takes the inventory
- Chase the number that looks wrong

(Part 6) – The next phase + close

The next phase is coherence.

Would your students be able to see and navigate what you've built — or would they need an adult to translate it?

Not by accident. By design.

Thank you.

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