IYRP-SARE Exhibit Application Form

Please note we are in advanced design stages and the fillable fields for this application will be live shortly

Use this form to request exhibit materials for the International Year of Rangelands and Pastoralists. This Western SARE funded project is set up to help distribute arts-based educational materials to those interested in installing a free-standing exhibit in a public space in their community. Our goal is to provide an easy way to participate in outreach for the 2026 IYRP and improve understanding of arts-based education.

We will collectively evaluate the effectiveness of this arts-based approach to outreach and education through QR codes, observation, and for those with the capacity, interviews. Our goal is to improve understanding of what works in arts-based education and why. **For access to project information such as an overview, evaluation levels, and other resources, see team project webpage:** https://extension.wsu.edu/thurston/arts-grasslands-rangelands/

Please use this form to request a free-standing arts-based exhibit, consisting of multi-sensory educational panels focused on photography, soundscape/poetry/narration, touch, take-away information resources, and take-away art materials. Exhibits can be customized, as it will be important that local exhibits draw from and reflect local grass and rangeland environments and people.

Please note: participation in evaluation of outreach activities is involved. IRB-approved evaluation materials will be provided. This is important to document impact on public awareness, support policy change, and improve wellbeing of grass/rangeland communities and landscapes.

Exhibit State Team

Please list the names, affiliations, and contact information for members (formal or informal) of your state team.

Site Exhibit Plans

Describe the exhibit you have in mind for your location in 2026. *For those interested in design of arts-based educational materials or development of digital educational resources, please contact the project team directly.*

Exhibit Information

Location/venue name (i.e. Timberland Regional Library, Tenino branch), contact information, and address(s):

Do you envision a single stationary the exhibit stationary, or moving it to multiple locations?

Please note the planned dates of your exhibit(s). Note tentative or not known if that is the case.

What space (wall area or other) do you have to work with? Please note if not known.

Besides an exhibit, do you plan to integrate anything else into this public-arts grasslands education project at your site? For example, a reading list at the libraries, etc.

Yes   No. Please explain

Other Exhibit or IYRP Activities

Do you plan to participate in other IYRP-related activities in 2026 or beyond?

       Yes   No. Please explain

Exhibit Location Context

For evaluation and research purposes, it is important that we characterize exhibit locations based on "ecological context" (rural or urban), town/city size, and venue type (mall, library, museum, etc)

Please identify the ecological context of where the exhibit will be held, specifically whether it is in a metro or non-metro area. We use the definition established by USDA, described below. A coarse map of designations can be found **HERE**. And the USDA metro/non-metro/rural designations are **HERE**.

Please describe how you would classify the exhibit location, based on urban/rural, or metro/non-metro (briefly).

Please note the town/city population/area.

Evaluation

Please identify the type of evaluation you anticipate for this exhibit. Please select all that apply:

       QR codes on display items

       Evaluation forms printed and included in display

       On-site: participant observation, handing out paper surveys

       On-site: intercept interviews (project team will provide detailed instructions; no min. #)

       Follow-up survey of a policy cohort (see note below)

Follow-up interview with volunteer from intercept survey evaluation

Follow up with host to evaluate event, if one was held

Other: please describe how you will evaluate use of non-exhibit outreach materials such as curriculum designed, webpage analytics, digital resources, educational posters, or other outreach products. Evaluation plans should include quantitative measurement and ideally qualitative measures as well.

Policymaker recruitment

Policy cohort: we will request that state teams identify several (3-10) policymakers they invite to view the exhibit. Ideally, a state team member would meet with the policymaker(s) at the exhibit for discussion and questions. Our goal is to evaluate the impact of exhibits on potential policy or other actions policymakers take based on viewing the exhibit and engaging with state team or others.

Please identify if you think you will be able to recruit policy makers to view the exhibit, who, and include any relevant comments or plans. *(this is an important cohort, how could you recruit them out?)*

Outreach Support for the Exhibit

Holding an event, such as a public opening, is one way to bring attention to exhibits. We encourage but don't require this. An event of some manner will go very far to drive awareness of planned exhibits and maximize our public. The project team will provide guidance on organizing one, including guidance for refreshments, speakers, and opening comments.

Would you consider holding a public opening during the 2026 IYRP at an exhibit.

Yes   No. Please explain if needed

Reporting

Reporting impacts of our collective arts-based education efforts is important to document our effectiveness together. Please check the following boxes as commitment to this shared work:

I can complete short but detailed annual reporting on project activities
I can collect appropriate evaluation/impact data as described above

Include your ideas here that could help us complete strong annual grant and project reports, and that can provide maximum benefit to range/grassland producers and people who work/live in these landscapes.

Exhibit Ordering Details

Exhibits are pre-designed, with customizable sections for your local content (see note below). We also have available posters that can be size-formatted to fit your display location(s). Below please select the exhibit, poster, and additional display/exhibit components you would like to order.

Free-standing exhibit island

Optional wings

Posters (size selection)

Additional arts-based education elements

Questions and Comments:

Customized Content

To view the exhibit design, including visual illustration of where customized content is integrated, please visit the team project page and click on the righthand action button: (stay tuned, this page will launch in shortly). This will take you to a design page where you can view the exhibit model from multiple angles.

Some Estimated Printing and Materials Costs

The project team is currently developing budget projection for the free-standing exhibit island and will update this form shortly (last edit 10/3/25; we aim for the ordering form to be live in October).

*_____ island concept with optional extensions. _____ diameter/dimension. (self station, interactive components, multiple sensory elements.
**folded, without leafs?...._____ diameter variation for compact spaces in branch libraries, etc.
*** A portion _____? of art panels can be customized with local content in final art selection by state team.

USDA ERS Definition Used for Metro/non-Metro Areas, as Developed by the US Office of Management and Budget

A regional-economic concept underlies the formation of the metropolitan-nonmetropolitan classification. In 2023, OMB defined metropolitan (metro) areas as broad labor-market areas that include:

1. Central counties with one or more urban areas with populations of 50,000 or more people. Urban areas, described in the next section, are densely-settled urban entities defined on the basis of population and housing-unit density.

2. Outlying counties that are economically tied to the central counties as measured by labor-force commuting. Outlying counties are included if at least 25 percent of workers living in the county commute to the central counties, or if at least 25 percent of the employment in the county consists of workers coming out from the central counties—the so-called "reverse" commuting pattern.

Nonmetro counties are outside the boundaries of metro areas and are further subdivided into two types:

1. Micropolitan (micro) areas, which are nonmetro labor-market areas centered on urban areas of 10,000-49,999 persons and defined with the same criteria used to define metro areas.

2. All remaining counties, often labeled "noncore" counties because they are not part of "core-based" metro or micro areas.

A State and County USDA map of metro/urban/rural designations can be found **HERE**. And the USDA metro/non-metro/rural designations are **HERE**.