**Context**

As increasing numbers of people with disabilities participate in academic opportunities and careers, the accessibility of classes, services, electronic resources, and events—as well as informal STEM learning (ISL) activities—increases in importance. The goal is simply equal access; everyone who would like to engage in informal STEM learning should be able to do so comfortably and efficiently.

**Method**

In pilot activities*, 46 students with a wide variety of disabilities from 13 high schools and 16 postsecondary institutions contributed a total of 79 accessibility reviews of ISL programs including the Seattle Aquarium, the Pacific Science Center, Museum of Flight, Burke Museum, and the Woodland Park Zoo.

**Results**

*Students with disabilities* increased their awareness of access issues related to ISL offerings, access solutions, and advocacy strategies. *ISL educators* learned more about accessible offerings and gained further appreciation of the talents and perspectives of students with disabilities. A follow-up project, *AccessISL*, was funded by the National Science Foundation.

*AccessISL* supports efforts to develop a capacity building model for making ISL opportunities more welcoming and accessible to everyone. *AccessISL* offers engagement that will empower STEM students with disabilities and museology students and bring together three groups of professionals—those who offer ISL programs, those who train future ISL professionals, and those who specialize in access issues for individuals with disabilities—to work toward more inclusive ISL programs in our communities.

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