

Rideshare Pilots

Assisted Matching via Planning and Acting in Simulated Environments

Addison Hanrattie
[Project link](#)

University of Maryland
ahanratt@umd.edu

Submission Checklist

Done	Item
<input checked="" type="checkbox"/>	Example completed task.
Prepare Your Code	
<input checked="" type="checkbox"/>	Push your code to a private GitHub repository. (If your results are not too large, please include your results too.)
<input checked="" type="checkbox"/>	Be sure your code has all planning models you used in your project.
<input checked="" type="checkbox"/>	Write a README.md that describes where things are in the repository.
<input checked="" type="checkbox"/>	Invite makro@umd.edu and dhchan@cs.umd.edu as collaborators to the repository. (I just made it public)
Fill the content (recommended order)	
<input type="checkbox"/>	Add your results and evidence
<input type="checkbox"/>	Describe your evaluation plan
<input type="checkbox"/>	Complete the general discussion of Section 5.1
<input type="checkbox"/>	Fill in the Approach section
<input type="checkbox"/>	Fill in the background as needed to explain results and approach
<input type="checkbox"/>	Write the Introduction
Complete the self assessment (after 12/2)	
<input type="checkbox"/>	Copy the grading-template.tex from Pizza into your project.
<input type="checkbox"/>	Complete the self assessment.
<input type="checkbox"/>	Sign the pledge.
Submit your report (after 12/2)	
<input type="checkbox"/>	Create a PDF of this document
<input type="checkbox"/>	Submit the PDF to Gradescope, being sure to select the first page for the first question.
<input type="checkbox"/>	Email your PDF to makro@umd.edu.

Assessment

Your report will be distinguished by the following criteria:

- Approach:
 - Clearly states the technical approach of the work in a self-contained way.
 - The acting environment is clearly explained; stronger reports will include an example figure. If the environment started as a Gym environment but was modified, this is clear.
 - Includes a planning and acting component. For the acting, simulation is fine

- Stronger reports will leverage or manipulate the integration in an interesting way.

- Evaluation:

- Clear exposition of claims, questions, variables and protocol.
- Evidence to support the claims in the form of a table or plot and no table or plot has font smaller than \scriptsize (about 6pt font).
- Plots have axes that are clearly labeled and their captions state their intended meaning.
- All plots and tables in Section 7 are referenced in the main portion of the paper; supplemental plots that are not referenced should be placed in the appendix.
- A discussion of findings and how evidence relates to the claims
- Stronger reports will have a baseline approach; while not required, there is already evidence of this in some reports.
- It is certainly not required for this report, but you are welcome to include tests of statistical significance if this is something you know how to do.
- The strongest reports will demonstrate what I call second-order thinking. This is where you conjecture a possible reason for the results you saw. It is even stronger if you run one or more experiments to verify this conjecture or provide analytical results showing why this is the case.

- Scope and Writing

- Paper tells an interesting or noteworthy story rather than just a chronology of experiments. (Exhibits first-order thinking)
- Written content is 2-4 pages, excluding floats (figures and tables), and floats are correctly placed in Section 7 to make this assessment easy!
- Writing is easy to understand
- Reader is not left "wondering". Consider yourself a teacher of your project. What would your 'student' need to know to understand the content?
- Grammar is mostly sound; no obvious typos, misspelled words, sentence fragments, etc.
- Citations are correct and consistent; URLs are fine for hyperlinks, but, generally, books and articles should use a bibtex entry.

Student Assessment: Please complete the orange boxes, replacing text within <..>. For example, in the first entry you would replace "<replace:{ 1, 2, 3 }>" with "1" if you did a type 1 project. I suggest you change these one at a time and recompile each time to make sure each change is correct.

Description	(your answer)
My project type was	1
My report (Sections 1-6) is this many pages long (for partial pages, use 0.3, 0.5, 0.7):	4.5
My planning system was (add rows if you had more than one)	<replace: planning system >
My acting system was (add rows if you had more than one)	<replace: acting system >
I invested approximately the following time, in hours, for each sprint: (this is for the instructor to assess relative difficulty)	
Sprint 1 : Development	<replace: integer [0,C] >
Sprint 1 : Report Writing	<replace: integer [0,C] >
Sprint 2 : Development	<replace: integer [0,C] >
Sprint 2 : Report Writing	<replace: integer [0,C] >
Sprint 3 : Development	<replace: integer [0,C] >
Sprint 3 : Report Writing	<replace: integer [0,C] >
I answered _____ research questions in my main report	<replace: integer [0,C] >
I included _____ plots in my main report	<replace: integer [0,C] >
I wrote _____ lines of code (excluding comments) for this project	<replace: integer [0,C] >
(If included, these were optional) I added an additional _____ plots in my appendix	<replace: integer [0,C] >
In terms of difficulty compared to other semester projects I have done, I would rate this project as (1-5 scale with 1 being easiest 5 being most difficult)	<replace: { 1, 2, 3, 4, 5 } >
In terms of what I learned, I would rate this (1-5 scale with 1 being "a little" and 5 being "a lot")	<replace: { 1, 2, 3, 4, 5 } >

Name: REPLACE THIS TEXT BY TYPING YOUR NAME HERE

(For this report, typing your name here will suffice)

I pledge on my honor that I have not given or received any unauthorized assistance on my programming project or report.

Instructor Assessment (Mak will fill this in)

Approach	Points Available	Earned Instructor Only
Clear technical approach	5	
Planning Environment (or other system) clearly explained	5	
Acting Environment (or other system) clearly explained	5	
Includes Planning and Acting Component	5	
Evaluation	Points Available	Earned
Clear exposition of claims, questions, variables and protocol	10	
Source code and overall development work	10	
Included baseline approach or ablation study, where appropriate (or demonstrated second order thinking/evaluation)	[5]	
Evidence to support claims is discussed and included in Section 7	10	
Discussion of results	10	
Writing	Points Available	Earned
Clear story arc, paper within scope for project (2-4 pages of writing)	10	
Followed checklist for placing plots and tables and overall structure; all plots are referenced	5	
Grammar and overall writing is sound and citations are proper	5	
Overall	Points Available	Earned
Technical Difficulty (related to project type)	10	
Technical gains considering difficulty	10	

1 Introduction

Within the rideshare domain, a very common pain point is connecting with the rider with their matched driver. This is especially true in scenarios where there are likely to be a very large number of riders searching for rides, such as at a concert or sporting event. In these scenarios, it is common for riders to be matched with drivers that are not in their immediate vicinity, and thus the rider must navigate to the driver. This can be a difficult task, especially if the rider is unfamiliar with the area or if there are obstacles in the way.

While much attention in AI planning has been focused on achieving the best possible planning performance and plan quality little attention has been given to leveraging the ability to simulate people as actors in the environment. In this project, we simulate a rideshare user attempting to find their assigned car in a parking lot. Rather than identifying the best possible plan to find the car, we investigate how different environments effect the ability of an agent to find their car when acting in the environment with a simple planning and acting algorithm. This allows us to ultimately draw conclusions about how different environment characteristics effect the ability of an agent to successfully find their car with the hope being that these insights can be used to design better human rideshare experiences in the future. As rideshare services move towards greater autonomy and uniformity in car design, it is important to maximize the efficiency of the particularly human intensive tasks.

2 Background

The motivation for this project builds on concepts introduced in earlier work that highlighted a gap in research on the final 100 yards of on-foot navigation within the broader last-mile problem (Samet and Hanrattie 2024). We acknowledge that the difficulties faced by riders in locating their car once in a general vicinity (ie parking lot) are especially unique as compared to simply walking to said area from an original starting location. Prior work has explored the challenges of on-foot navigation in urban environments, but there is a lack of research specifically addressing the nuances of the search task that is rideshare pickup.

The issue of locating a rideshare vehicle goes far beyond simple time efficiency savings. There have been numerous cases of riders entering the wrong vehicle and being physically harmed such as the case of Samantha Josephson who was murdered after entering a car she thought was her Uber. This case and others motivated the creation of Sami's law (Smith 2023) which requires a study to be done on the number of assaulted riders each year and the safety measures taken. In general there is very little regulation around rideshare safety within the US as compared to countries like China (Stemler, Evans, and Shu Shang 2025) which regulate where and how rideshare pickups can occur. Therefore the lessons learned from this project should not only be used to improve efficiency but also safety of rideshare pickups ensuring that riders can quickly and accurately and safely find their rideshare vehicle.

The main planner for this project is inspired by *HTN-Run-Lookahead*, (Ghallab, Nau, and Traverso 2025), Al-

gorithm 6.3. Briefly, this acting algorithm checks whether the agent has reached the goal. If an existing plan exists and *Simulate* is not failure, it performs the next action in the plan. Otherwise it creates a new plan. It also uses some elements of the repairing scheme from (Ghallab, Nau, and Traverso 2025), Algorithm 6.4.

3 Approach

The primary methodological challenge in this project was modeling the inherently human element of search and decision-making in the final 100 yards of ride-hailing pickup. Two distinct human factors were addressed: (i) the behavioral characteristics of pedestrian movement [one cannot just walk across a busy street] and (ii) imperfect or incomplete knowledge about the locations of vehicles due to limited perception range.

To reduce problem complexity while preserving the core decision structure, agent movement was discretized to a uniform grid. Although this abstraction does not fully reflect the continuous motion of real life, it allowed the planning model to operate on a tractable state space and supported reproducible experimentation. In addition, the agent was assumed to perceive vehicles in all directions but could only verify the identity of a vehicle only when physically located near it or near a assistant which could direct the agent. This mirrors real-world conditions in which riders may be able to see a vehicle at a distance but cannot confirm that it is their assigned car until they reach it unless otherwise advised. This assumption also constituted a controlled simplification of the visual uncertainty present in practice.

3.1 Environment

The interactive environment was implemented as a grid-world simulator in python using Gymnasium. The environment was hand crafted to allow for easy modification and to ensure a faithful representation of the rideshare pickup task. The environment consist of a grid representing a parking lot with obstacles, a single agent representing the rider, a single target vehicle representing the assigned rideshare car, numerous distractor vehicles representing other cars in the lot, and numerous assistants representing people in the lot who can help the agent find their car. The agent can move in four cardinal directions, observe its surroundings, and gain insights from nearby assistants. The goal of the agent is to find and reach the target vehicle in as few steps as possible. To prevent the planner from exploiting privileged information, all vehicles are rendered indistinguishable up to a certain viewing distance even if obstacles could be seen further beyond.

3.2 Planning Approach

3.3 Acting Approach

4 Evaluation Plan

Discuss the questions you asked and what you were expecting to see.

Independent variables Describe the independent variables you varied.

Dependent variables Describe the dependent variables you measured.

5 Results

Here, simply describe what you found without evaluating it. You'll reference figures and tables from Section 7, as needed.

5.1 Discussion of Tradeoffs and Limitations

Describe the key insights of your results. Discuss limitations.

6 What I learned

Please describe here a few things you learned from this project.

- <replace with new item >

7 Summary Figures and Tables

Here is where you will add figures and tables.

References

- Ghallab, M.; Nau, D.; and Traverso, P. 2025. *Acting, Planning, and Learning*. Cambridge: Cambridge University Press. ISBN 978-1-009-57938-4.
- Samet, H.; and Hanrattie, A. 2024. PILOT: Piloting the Last 100 Yards. In *Proceedings of the 32nd ACM International Conference on Advances in Geographic Information Systems*, SIGSPATIAL '24, 625–628. New York, NY, USA: Association for Computing Machinery. ISBN 979-8-4007-1107-7.
- Smith, C. 2023. Sami's Law.
- Stemler, A.; Evans, J. W.; and Shu Shang, C. 2025. Data Privacy and the Regulation of Ridesharing Platforms. *American Business Law Journal*, 62(2): 117–139.

Appendix

Should you need to, you can add sections here for additional content.

A Large Tables or Figures go here

Table 1 shows an example table using the `\table*` environment. Similarly, Figure 1 shows an example large figure using the `\figure*` environment.

Country List			
Country Name or Area Name	ISO ALPHA 2 Code	ISO ALPHA 3 Code	ISO numeric Code
Afghanistan	AF	AFG	004
Aland Islands	AX	ALA	248
Albania	AL	ALB	008
Algeria	DZ	DZA	012
American Samoa	AS	ASM	016
Andorra	AD	AND	020
Angola	AO	AGO	024
Afghanistan	AF	AFG	004
Aland Islands	AX	ALA	248
Albania	AL	ALB	008
Algeria	DZ	DZA	012
American Samoa	AS	ASM	016
Andorra	AD	AND	020
Angola	AO	AGO	024
Afghanistan	AF	AFG	004
Aland Islands	AX	ALA	248
Albania	AL	ALB	008
Algeria	DZ	DZA	012
American Samoa	AS	ASM	016
Andorra	AD	AND	020
Angola	AO	AGO	024
Afghanistan	AF	AFG	004
Aland Islands	AX	ALA	248
Albania	AL	ALB	008
Algeria	DZ	DZA	012
American Samoa	AS	ASM	016
Andorra	AD	AND	020
Angola	AO	AGO	024
Afghanistan	AF	AFG	004
Aland Islands	AX	ALA	248
Albania	AL	ALB	008
Algeria	DZ	DZA	012
American Samoa	AS	ASM	016
Andorra	AD	AND	020
Angola	AO	AGO	024

Table 1: Here is a caption for this example table, which came from the overleaf help documents at <https://www.overleaf.com/learn/latex/Tables>.

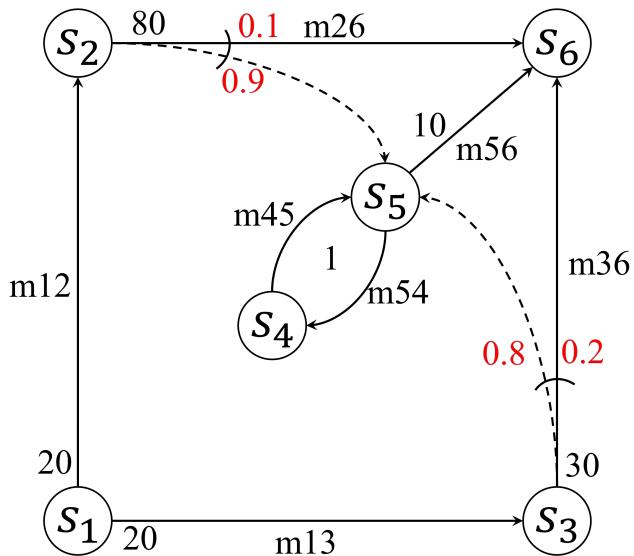


Figure 1: Here is a caption for this figure that you probably recognize.