

ON THE MOVE: EMPOWERING YOUTH THROUGH TRANSPORTATION ADVOCACY

May 2025

INTRODUCTION

This guide will highlight a diverse range of examples of ways to engage youth in transportation and is intended to be utilized by organizations and agencies as a guide to influence programs in their regions.

Partners for Youth with Disabilities (PYD) helps young people with disabilities reach their potential through mentorship, career development, and leadership programs while guiding companies to build disability-inclusive environments. PYD is a pioneer in its space. Since its founding in 1985— a full five years before the passage of the Americans with Disabilities Act— PYD has established itself as a national, highly sought after leader in its field, with a reputation for delivering innovative and high-quality programs and services.

Easterseals, through its work at the [National Center for Mobility Management \(NCMM\)](#), focuses on building connections across education, human services, and transportation sectors so that individuals with disabilities can access school, work, health care, and other community settings. In this work, NCMM provided technical assistance to schools, businesses, human services agencies, and workforce development organizations to help build transportation connections that enable all people to get to where they need to go. . This guide will highlight a range of examples that can be utilized by organizations and agencies to implement strategies that invite the participation of all youth in your transportation planning work.

In 2017, PYD implemented the [Transportation Advocacy Mentoring Initiative \(TAMI\)](#) in partnership with Easterseals, which leveraged the power of mentoring to increase the skills and knowledge around transportation planning and advocacy for 7-10 disabled young adults (mentees). The result of this project was a Transportation Advocacy Mentoring Initiative Implementation Guide, which was released at the 2018 convention of the American Association of Intellectual and Developmental Disabilities. This guide, in further collaboration between PYD and Easterseals, aims to build upon the TAMI project and serve as a resource for mobility managers to create more localized guides that incorporate the perspectives of young adults

with disabilities, encourage mobility management professionals to invest in youth transit advocacy, and address local accessibility issues that may prevent such engagement.

IMPORTANCE OF YOUTH ENGAGEMENT

Youth engagement is crucial for transit advocacy because today's youth are tomorrow's future transit planners, transit users, and authorities alike. Mobility managers should engage transit advocates from a young age to encourage innovative perspectives, build career readiness skills, and grow self-advocacy skills and independence in young disabled people. Working to solve accessibility issues provides disabled youth access to employment opportunities and critical community integration that is important for social development.

Barriers to transit advocacy often come in the form of barriers to transit itself. Both co-authors of the guide have drawn upon their personal experiences and knowledge of transit access to provide a non-exhaustive list of accessibility challenges faced by disabled people of all ages and their possible solutions. Many of the solutions proposed already exist in local or federal regulations, but the continued problem stems from a lack of enforcement. Addressing some of these barriers can be a great first project for mobility managers working with youth, as disabled youth are likely to have personal experience and therefore personal investment in them. Centering the voices of those most impacted by these challenges is critical to finding the best solutions. There should be nothing about us without us.

CHALLENGE	SOLUTION
Elevator access	Elevators should have proper signage, highest priority repairs in the event of shutdown, and be completely operable by a single individual without need for keys, operators, or employees to grant access
Navigability	Stations and bus stops should have adequate lighting for navigation and safety for bus drivers and visually impaired passengers. Stations can make available tactile internal maps that enable travelers to gain situational awareness through touch. Transit centers and transportation facilities can combine these tools with app based navigation maps that

	provide directions to travelers to get from point A to point B.
Overcrowding	Enforce federal laws designed to prevent overcrowding of areas meant for passengers with disabilities and older adults. Provide education and training to operators focused on helping them intervene when ineligible passengers are using seating designated for passengers with mobility challenges.
Bus delays	Where possible, add an additional lane for public transit to decrease road congestion and therefore delays.
Lack of seating and sun covers	The ADA does not require benches at bus stops or transit facilities, but benches and sun covers should be encouraged at every stop in every city. These serve to provide protection from the elements and increase stop visibility for visually impaired passengers.
Untrained ambassadors	Transit staff may not have experience in working with people with disabilities, therefore, may feel uncomfortable in providing assistance when needed. Agencies can offer ADA and disability awareness training to all personnel to facilitate their interactions with passengers with disabilities.
Lack of auditory stop speaker maintenance	Some populations of people with disabilities, especially those who are blind and visually impaired individuals rely on auditory stop speakers on buses and trains to navigate. Transit agencies can ensure that these systems are operational and updated to promote communications with passengers with disabilities.
Mental health services	Transit agencies can share signage and resources about crisis line and mental health resources across the transit system.
	Sidewalks and curb cuts can become inaccessible when they are damaged or

Micromobility and universal mobility access barriers	obstructed by personal modes of transit (eg. electric scooters) or other obstacles. Crosswalk light timings can be too short to allow disabled pedestrians to safely use crosswalks. Mobility managers can work with local partners to promote sidewalk access and overall maintenance to ensure that all people can navigate across their community
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The work of mobility managers is already taking steps to address these challenges and numerous others. By reducing or eliminating these barriers in partnership with youth, mobility managers can empower youth with disabilities to take a more active role in transit planning and advocacy in their communities. Youth with disabilities are disproportionately impacted by accessibility issues such as these, so it is critical that mobility professionals and youth work together to solve problems, giving youth a hand in building a better future for themselves and their communities.

Youth In Mobility Management Today

Although youth have a presence in mobility management and community coordination today, data shows that many more disabled youth have a desire to participate in projects to inform their community transportation systems. However, many lack the knowledge and opportunity to becoming involved.

A survey run by PYD and Easterseals in September 2024 ([Appendix A](#)) gathered responses from 18 disabled youth ages 18-33 across several states. Out of these respondents, only one stated that they had had an opportunity to inform transit planning in their community, and this individual was also the only one to share that they had had the opportunity to share their challenges and concerns with their local transit planning administration. Two respondents had prior involvement in transit advocacy, but the majority stated that they had the desire to become involved but lacked information or means. Many of the surveyed youth were aware of transit associations, and transit providers, such as [California Transit Association](#) and the [Utah Transit Authority](#). Others were familiar with transportation resources such as [Ahoi](#), a community navigation app and [Transportation Alternatives](#), a New York City based transportation advocacy non-profit organization.

Today, young adults in many parts of the country can participate in transit planning and general disability advocacy to incorporate transportation and mobility topics. Mobility managers and youth can look for opportunities to engage in forums that encourage youth involvement such as:

Youth Leadership Institute

The Youth Leadership Institute offers several opportunities for young adults in California to develop leadership and advocacy skills by working with adult mentors to build skills that will help them secure beneficial policy changes and work towards greater involvement in their community. Leaders guide mentees to learn about city planning, the environment, and more, and to create actionable goals and become advocates. YLI is a model of young adult participation in community development, and many of its strategies can be replicated by mobility managers to provide sustainable mentorship for youth as they become transit advocates.

Maryland Transit Administration (MTA) Youth Transit Council

Some state Departments of Transportation create forums for youth involvement. The MTA Youth Transit Council allows young people in Baltimore and surrounding areas to access education on transit and provide their own feedback based on personal experiences and desires to inform future local transportation development. The YTC establishes critical connections between youth and transit authorities, creating transit connections that work to serve the needs of future generations.

[Southeastern Pennsylvania Transportation Authority \(SEPTA\) Youth Advisory Council](#)

Regional or local transit authorities can also encourage the participation of youth in planning through organized forums. The SEPTA Youth Advisory Council is a branch of the Southeastern Pennsylvania Transportation Authority that focuses on outreach to young riders across several counties and advocates for their perspectives to SEPTA administration. The SEPTA YAC also provides promotions for youth to access transit and education about transportation offerings and events.

State Youth Leadership Forums for Students With Disabilities

In some states, youth have an opportunity to convene at the state levels through Youth Leadership Forums. State YLFs create an opportunity for students with Disabilities to convene annually and across the year to address a range of policy and practice topics including transportation. The intent of these forums are to equip disabled high school juniors and seniors with leadership skills, preparing them for employment, further education, and independence.

The conference provides workshops on various disability topics such as self-advocacy, the history of the disability rights movement, community and more.

Centers For Independent Living

Centers for Independent Living (CIL), supported by the [National Council on Independent Living](#) (NCIL), are no-profit organizations that serve as a resource to people with disabilities at the State and local levels and many focus on transportation topics and/or create forums for communities to address transportation issues. For instance, the [Boston Center for Independent Living \(BCIL\)](#) has a Riders' Transportation Access Group, which allows members of the community to advise the MBTA about ways to improve their services and increase accessibility for disabled people and older adults. Additionally, the Boston CIL offers several youth services to prepare for the transition into adulthood and higher education. Youth can obtain referral connections for in-home services and assistance for life after high school graduation; skills training for accessibility, navigation, advocacy, and more; advocacy services that empower youth to affect local changes and self-advocate for necessary support; and peer mentoring to build self-confidence and prepare for life as disabled young adults.

Internships and Fellowships

Internships and fellowships for young adults interested in disability advocacy and transit planning are I means through which students can make a broader impact on transit planning locally and even nationally. For instance, PYD's Transit Advocacy Fellowship has enabled both students to participate in transit advocacy through the creation of this very guide. Other such fellowships and internships could be provided by various mentoring organizations and even local or state governments to involve youth.

The resources shared above provide a variety of forums though which a range of students can be engaged. Mobility management professionals can identify whether these forums exist in their own communities or can replicate similar forums. . Cities and towns within a region can build digital "transportation hubs," connected networks of youth councils that advise and support one another and share data.

From the survey data and information from various local disability and transit organizations, it is evident that youth across the nation are invested in becoming involved in community transit planning, so mobility managers must work to bridge the gap between passive interest and active involvement. The question then is how to accomplish it.

STRATEGIES FOR YOUTH ENGAGEMENT

This section aims to provide potential strategies for mobility managers about two key barriers to youth engagement: OUTREACH and ACCESS. Outreach allows youth to become aware of opportunities to participate in local transit advocacy, while access allows them to take advantage of those opportunities and become the transit advocates of the future.

Access is achieved through both addressing the previously identified physical accessibility barriers for disabled individuals and through resource promotion. Regional transit hubs can provide youth access to larger metropolitan areas where youth transit advocacy opportunities are more likely to exist, and local and state governments can provide grants for youth to lessen the burden of ridership costs.

Outreach is essential to increasing engagement. More people receiving information about transit means that more people can engage with mobility managers and become involved. Outreach informs youth of resources within their communities and of opportunities to become advocates themselves. There are several key sources of outreach:

PARENTS

Educating parents is an effective way to reach youth. Parents can encourage their children to become involved and are more likely to invest time when participation in community development is framed as an early career and resume booster. Early transit advocacy is a unique experience that can bolster a young adult's college and professional resumes.

This article, [All Aboard for Transit Adventures, developed by ParentMap orients youth and their families to the wonders of using public transportation.](#) - Transporting children around our bustling city can often be costly and stressful. Rapid urban growth, unpredictable traffic, ongoing construction, and parking challenges – coupled with the inevitable complaints and disagreements from the back seat – can turn any journey into a daunting task. However, what if traveling with children became an exciting adventure? What if the trip itself became a source of enjoyment? What if it presented an opportunity for learning, physical activity, and fostering connections with each other and our local community? Taking a break from relying on cars is beneficial for both your children and the environment. Additionally, what young child who doesn't adore buses and trains? Therefore, why not embrace the enjoyment factor and opt for public transportation for your next family excursion? With the introduction of a new light rail route, along with bus, streetcar, and water taxi options, there has never been a more opportune moment to leave the car behind and let someone else handle the driving.

A resource that is useful in educating and engaging youth is - Sprockets comprises a variety of after-school and summer programs in Saint Paul, MN. Its vision is for all youth in Saint Paul to enhance their skills as learners, contributors, and navigators, enabling them to realize and reach their full potential. Checkout the [Sprockets Youth Transportation Toolkit](#) to enhance youth's capacity to independently travel to their destinations by walking, biking, and utilizing public transportation.


Sprockets Youth Transportation Toolkit

Site Survey

This assessment is meant to help youth-serving organizations think critically about ways that youth get to their programs, and what organizations can do to make transportation more accessible for youth.

Directions: Gather a team comprised of coordinators as well as staff that work directly with youth at your organization. Read over the questions and the assessment together. Before you fill it out, go outside! Don't just sit and think about what is around, take the time to actually walk around your site and assess what you see. Following your walk, take time to discuss the questions and fill them out. Add in answers that apply to your program site and the youth you serve if the answers provided don't tell the whole story.

1. How would you like to increase youth capacity to bike and walk to and from your organization? What is your vision for your organization and the youth that attend your programs?



Place

2. Consider your program's location. What is nearby that makes it easy to get around by bicycle and walking?

Sidewalks and low-traffic roads		
Bicycle lanes or trails		
Bicycle racks to lock up bicycles safely		
Bus or light rail stops		
Other organizations or OST sites (libraries, parks, rec centers, schools, etc.)		

Sprockets Youth Transportation Toolkit



Youth Survey

This survey is intended to be distributed to youth attending your programs in order to better understand their transportation habits and barriers to walking, biking, and using Metro Transit buses and light rail.

Note: This can also be distributed to parents.

1. List the top 3 ways that you travel to this program (bike, walk, car, etc.)

1. _____
2. _____
3. _____

2. How often do you walk to this afterschool program? (every time I come, sometimes, never)

3. If you don't walk, what keeps you from walking? (distance, cold, parents, busy streets)

4. How often do you bike to this afterschool program?

5. If you don't bike, what keeps you from biking? (distance, don't have bike, parents, safety)

SCHOOLS

Schools provide several opportunities for outreach about transportation planning and options. Career and guidance counselors can promote volunteer opportunities and transit options themselves; schools can host assemblies for middle and high school students to educate them on public transportation in their area; classes such as civics, home economics, and even history can incorporate transit lessons into their curriculum or as extra credit assignments; and schools can host paraprofessionals, orientation and mobility instructors, teachers of visually impaired students, and more to promote accessible local and regional transit to students.

Another resource to engage youth that represents the participation of schools is based in San Diego through the San Diego Association of Governments (SANDAG). The [Transit Equity Pilot](#) was established following recommendations from the SANDAG Regional Plan Social Equity Working Group (SEWG) and comprises the following elements: The [Youth Opportunity Pass](#) pilot program, which provides free transit fare for all individuals aged 18 and under in the San Diego region. Collaboration with Community Based Organizations (CBOs) to educate youth and families about transit options in their local area. A research study to assess the advantages of the pilot program. The pilot was allocated a budget of \$2.13 million for fiscal year 2022 and is set at \$5.87 million for fiscal years 2023-24. Funding is secured through SANDAG from the [Congestion Mitigation and Air Quality \(CMAQ\) Program](#) and through the County of San Diego.

The region has experienced notable increases in ridership due to the Youth Opportunity Pass, prompting SANDAG to seek funding to sustain and expand the program beyond the pilot phase.

An Important resource for schools to educate and engage youth in transportation are travel training programs. Travel training is a set of services designed to teach people with disabilities how to safely and independently use fixed-route public transportation. For those students with disabilities who are unable to obtain drivers licenses, travel training can be the key to successful post-secondary outcomes. For many of these students, travel training results in increased independence, confidence, and ability to live, learn, work, and play within their communities. Travel training can be offered by schools, community organizations, or transit authorities. Some programs are a cooperative effort across agencies. [The State of Massachusetts](#) compiles information about the travel instruction programs offered across the state and includes examples of the various formats through which travel training can be delivered.

The [Association of Travel Instruction \(ATI\)](#) is the membership organization for those professionals in travel training careers. The organization has as its mission, advancing independence through accessible mobility, and offers training, professional development events, and opportunities for networking. Mobility managers, who can provide travel training, frequently participate in ATI, and events are aligned with Easterseals Project Action requirements for the [Certified Travel Trainer Instructor \(CTTI\) Certification](#).

COMMUNITY HUBS

Information about transportation to build the educational skills of youth can also be offered at local centers and disseminated through community organizations. For instance, farmer's markets, state fairs, and other gatherings can be used to share information about community transportation services. In other examples, mobility management professionals can partner with organizations like Boys and Girls Clubs, , YMCAs, Girl and Boy Scouts, and even other community centers such as libraries to promote advocacy projects and engage youth. Mobility management professionals can use these venues to reach a wide range of community members and can offer training and transportation events such as bus tours, bike rodeos, and walk audits and be available to provide general information about community mobility.

An example of a community hub is Chicago based project, Equicity.- Equicity is developing [The Go Hub, a Community Mobility Center](#) in the North Lawndale neighborhood on Chicago's Westside. This initiative will feature a mobility hub located near a major train route, the Pulaski Pink Line train station. The Hub will offer a range of services including a fleet of e-bikes, e-scooters, and shared eclectic vehicles, as well as transportation information, travel training, and incentives tailored to the preferences of both Go Hub members and North Lawndale residents.

Members will have access to the mobility fleet and can participate in advocacy efforts, training programs, and other services provided by The Go Hub.



Figure 1 Equicity Community Mobility Hub, Chicago

Neighborhood Block Canvassing

Canvassing, sometimes referred to as door knocking or phone banking, is a systematic way to have direct contact with community members about an issue, a political candidate, or to obtain opinion or raise awareness. The direct communication enables targeted information sharing, and in the case of transportation, provides an opportunity for the canvasser to share information about services or opportunities for community engagement. Canvassing provides an opportunity to reach a wide range of community members to share information about transportation engagement.

Local Government

Local governments have many resources that can be used to educate young adults about transportation in their area and offer chances to collaborate on transit planning. Planning organizations and transportation committees or task forces offer youth opportunities to be involved in local transportation planning. Local governments can support programs and

resources, such as social service fair parental conferences, travel training guides for disabled youth, and can promote community mobility through transportation options.

Mentoring Organizations

There are many local and national mentoring organizations, disability nonprofits, voter coalitions, and access initiatives that youth can become knowledgeable about or involved with. Mobility managers can work to educate youth on such organizations and provide resources to help them engage with activism and transportation through these groups. Mentor, a national non-profit organization can help youth find a mentor or a supporting organization through its national database, [Mentor's Mentoring Connector](#).

Social Media

Social media provides a means for youth to use their own voices to discuss advocacy and their visions for the future of transit in their local communities. Mentoring organizations, local governments and mobility managers can promote their projects on social media apps frequented by young people such as Instagram and TikTok. Using platforms and technology frequented by youth helps to reduce the perceived authority gap between youth and adults and helps youth feel more comfortable engaging with mobility managers and transit professionals.

Mobility managers can use these platforms and more to meet youth at their level. They can promote specific projects such as financial stakeholder interviews, letter campaigns to local transit authority and legislators, or youth fare waivers to increase engagement. Youth are more likely to become involved in projects with specific, actionable goals rather than broadly defined "transit planning opportunities," especially when those definite goals provide direct benefits to them.

Assistive Technology (AT) Guide For Better Mobility Access

Assistive technologies (AT) are important tools that can help people with disabilities, including youth, better engage and participate in the world around them. Not every AT device is appropriate for everyone, and mobility management professionals, and colleagues specifically trained in AT, can help youth make decisions about which device or AT tool is right for them. Factors such as availability of tools, cost, ease of use, and maintenance of the tool are important considerations. National organizations, such as the [Association of Assistive Technology Act Programs](#) (ATAP), the [Rehabilitation Engineering and Assistive Technology Society of North America](#) (RESNA), and the [Job Accommodation Network](#) (JAN) are informational resources that can support decision-making regarding AT. The following are examples of AT designed for varying purposes.

<u>ProximiT iOS app</u>	Realtime personal assistant app in the Boston area for bus and rail. Share information about various transportation services, schedules, and bus tracking.
<u>Eye-D</u>	Builds innovative solutions for the blind and visually impaired to help them achieve independence in 3 major areas – learning, identification and navigation
<u>Microsoft Soundscape</u>	Audio-based technology to allow people to have greater awareness of their surroundings and provide 3D audio cues to enhance navigation
<u>Lazarillo</u>	Custom digital maps and wayfinding for individuals and businesses to enable more accessible navigation through an app
<u>Be My Eyes</u>	Through an app, connects blind and visually impaired users with volunteers to assist with navigation through live video
<u>Ahoi iPhone app</u>	Community-driven app that creates custom profiles for users based on their access needs and provides ratings and information about various locations in addition to sidewalk health data and wayfinding

Many public transportation systems have their own apps and websites as well, such as the [MBTA Trip Planner](#) website that services Greater Boston, Massachusetts and the [CapMetro app](#) that services Austin, Texas. These sites allow users to plot their routes between destinations and receive real-time information about transit arrivals and departures, transit times, walking distance, and more. Riders can learn about various app-based tools offered by transit agencies through organizational websites or planning organizations in their community. Often human services organizations, such as centers for independent living, also have knowledge of the available tools, apps, and platforms used by their local transit providers.

There is a variety of funding sources available to promote these necessary improvements, and youth advocates themselves can help acquire funding while learning money management and advocacy skills that are crucial for their professional and personal development and their future advocacy.

CONCLUSION

The strategies suggested in this guide are ways that transportation professionals, including mobility management professionals, can engage youth in the planning and delivery of transportation services. There is not a one-size fits all strategy, and each organization can identify those practices that best align with the characteristics of their agency and the needs of their community. All of these strategies can be adapted and implemented to engage youth in service planning and delivery. The underlying message is **implement practices** that facilitate the ability of all youth, including those with disabilities, to make viable contributions to service design and systems. Don't sit back and assume that youth are engaged. To assess the success or impact of any of these strategies, collecting data and measuring implementation is critical. Evaluate whether any of the strategies you implement have the effect you desire – to enhance the participation of youth in your service design and delivery. Only through continuous evaluation can an organization understand the efficacy of any of these practices.

RESOURCES

Partners for Youth with Disabilities and Easterseals co-hosted the “[Pathways to Progress: Youth Advocacy in Mobility Management](#)” webinar in December 2024 to discuss this guide with regional mobility managers, share resources and projects that mobility managers are already involved in, and promote youth engagement in transportation advocacy in their communities. The importance of youth engagement in transit advocacy cannot be overstated. Today's youth are the future of transit planning and usage, making it essential to encourage their involvement in advocacy efforts from a young age. By engaging young transit advocates, mobility managers can foster innovative perspectives, help them develop career readiness skills, and empower young disabled individuals to advocate for themselves.

Many of the following resources and examples, and many more, were linked throughout the text of this guide. Other resources that were referenced throughout this guide are linked here and can be invaluable to mobility managers working to promote youth involvement:

- [**Association of Travel Instruction.**](#) A professional membership organization for travel instructors and those interested in navigation and mobility for varying populations. ATI provides support, information, education, and advocacy for the profession of Travel Instruction.
- [**Boston Center for Independent Living.**](#) Example of a center for independent living in a community that focuses on improving community transportation options.
- [**Coordinating Council on Access and Mobility \(CCAM\) TA Center.**](#) Funded by the US Department of Transportation Federal Transit Administration, the CCAM TA Center provides support and technical assistance on the topics of coordination, mobility management, and building continuums of transportation service.
- [**Easterseals | Transportation and Mobility.**](#) Easterseals offers a wide range of resources and support around engaging communities in transportation systems and creating a range of transportation services through a coordinated approach.
- [**Maryland Transit Administration Youth Transit Council.**](#) Example of a youth advisory council administered by the Maryland Department of Transportation, Maryland Transit Administration.
- [**Massachusetts Bay Transportation Authority \(MBTA\).**](#) An example of an online scheduling system offered by a transit agency. The platform enables riders to plan their trips across a wide range of transit services.
- [**National Association of Special Education Teachers \(NASSET\): Travel Training.**](#) Professional membership organization for special education teachers. Includes professional development content focused on travel training.
- [**Southeastern Pennsylvania Transportation Authority \(SEPTA\) Youth Advisory Council.**](#) Example of a transit-led youth advisory council in Pennsylvania.
- [**Transportation Advocacy Mentoring Initiative: Peer Mentoring Implementation Guide**](#)
- Partners for Youth with Disabilities and Easterseals. This free guide was produced

under a previous grant, funded by the US Department of Health and Human Services (HHS), Administration for Community Living (ACL) and is a resource for transit and human service providers to assist in developing peer mentoring programs that enhance youth transportation advocacy.

- [Youth Leadership Forum for Students with Disabilities](#) - The Youth Leadership Forum (YLF) is a FREE multi-day conference, held annually in across states throughout the country. The forum is open for young adults with disabilities, ages 18-30 with any kind of disability and is an ideal forum to address topics related to the engagement of youth with disabilities in transportation planning and service.

MEET THE AUTHORS

KAZ ELENES is a disabled third-year undergraduate at The University of Texas at Austin majoring in International Relations with minors in Critical Disability Studies and English. They are the current transportation fellow at Partners for Youth with Disabilities, and they have been involved in disability advocacy and public transportation in their community for years. They are excited to create this guide in collaboration with Aaron Rawley, Partners for Youth with Disabilities, Easterseals, and everyone else who has provided their valuable input. They hope that this project will be the first of many more that they work on to improve the lives of disabled people around the nation. Outside of work, Kaz can often be found acting in various plays at UT and in Austin, where they also advocate for more accessibility for people with disabilities in the arts.

AARON RAWLEY is currently working as a Disability Peer Advocate at the Boston Center for Independent Living, assisting consumers of all ages, including transition aged youth achieve their Independent Living goals (housing, education, acquiring financial benefits, employment, etc.) He previously worked as an Outreach Specialist at Partners for Youth with Disabilities where he facilitated training for new staff, executed community engagement events, and served as a mentor to disabled youths. Prior to working at PYD, he was a Volunteer Coordinator for a small historic house museum called Gore Place and worked on accessibility projects including community outreach and consultation with disability groups to create a welcoming atmosphere in the museum. Aaron has headed two New England Museum Association conference sessions and two LEAD conference presentations with a disability focus. Aaron has a passion for Universal Design and programmatic design that works for people of all ages and

abilities. In his previous roles, he enjoyed giving multi-sensory tours and bringing other people with disabilities to the table when starting new initiatives. Aaron is excited to continue connecting young people with their chosen path in life and be the guiding hand he wished to have as a young person who lives with blindness. In his free time, Aaron enjoys listening to audiobooks, authoring articles about history, learning about diverse cultures, and playing with his two cats, Thor and Loki.

ENJOLI DIXON is a seasoned professional with over 20 years of experience in the design and transportation industry, both in the United States and internationally. She has worked across the public, private, and non-profit sectors, establishing herself as a nationally recognized advocate for public transit, mobility management, and interagency collaboration through the Coordinating Council on Access and Mobility (CCAM). Enjoli is known for her multidisciplinary expertise in planning, design, and implementation of transportation projects.

MEET THE TRANSPORTATION AND MOBILITY, ACCESSIBILITY ADVISORY COUNCIL (TMAAC)

MARCUS MCKNIGHT is a lifelong resident of the Logan neighborhood of Philadelphia with over 15 years of experience working in the transit industry and advocating for better public transit. He has experience working at SEPTA in the planning and customer service sectors. He has served as the chairperson of SEPTA's Youth Advisory Council and was a part of a team that was instrumental in restoring all-night subway service in Philadelphia. He is currently a schoolteacher, transit operator, and co-founder of the Philly Transit Riders Union (TRU). The Philly TRU is a democratic, grassroots organization of transit riders, workers, and residents who organize to defend and expand public transit. They believe public transit is a public good and should be available, affordable, and sustainable. As a substitute schoolteacher, McKnight incorporates lessons about public transit into his unconventional teaching style to help create the next generation of transit riders.

YVONNE PHILLIPS began her career with the Chester County Intermediate Unit in 2015, transitioning into the role of travel trainer in 2017. She has spent her career working with individuals with multiple disabilities, including mental health, economic disadvantages and as a First Aid and CPR instructor. Throughout her career she kept seeing a common theme -people were less able to access employment and navigate their community due to a lack of awareness

of the transit resources available, and a fear and/or lack of the skills needed to successfully plan for and access public transportation. Yvonne has a passion to teach individuals the skills needed to travel in the community, access employment, medical care and community services without relying on a ride or the assistance of a companion, so when she heard that the CCIU was expanding their travel trainer program and opening a position, it immediately sparked her interest. She has obtained her Travel Trainer certification in 2018, is a board member and committee member of the Association for Travel Instruction and volunteers for a young adult social group for individuals with disabilities.

JEREMY JOHNSON-MILLER is the Communications Manager for the [NADTC](#), a FTA-funded technical assistance center focused on promoting the availability and accessibility of transportation options for older adults, people with disabilities, caregivers, and communities. Jeremy coordinates the release of publications and reports by NADTC and conducts training and group facilitation for transit agencies and state DOTs across the country. Prior to joining Easterseals, Jeremy served as Mobility Programs Administrator at Iowa DOT Public Transit Bureau for 6.5 years, providing guidance and oversight of state and federally funded grant programs and overseeing outreach and collaboration with communities and other state departments.

RAVEN ALEXANDER is an esteemed professional with 8 years of experience at City of Wichita Transit. Currently, she holds the position of Mobility Relations and Grants Manager. Her diverse contributions include tasks such as program management for ridership programs, community outreach efforts, oversight of the administration of FTA Section 5310 funds, travel training initiatives, and successful grant writing endeavors. Raven's passion for making a positive impact on others was solidified during her previous work in social services. Her strong interpersonal skills and outgoing nature have enabled her to foster partnerships with organizations, enhancing the community she serves.

Raven holds a Bachelor of Science degree from Wichita State University. She has earned certifications as an ADA Coordinator through the University of Missouri and as a Travel Training Instructor, showcasing her commitment to professional excellence. Currently, she is actively pursuing a Mobility Manager certification through Easterseals Project Action, underscoring her dedication to continual growth and expertise in the field. Raven also contributes her expertise to local committees and services as the President of the Association of Travel Instruction. With her background, dedication to lifelong learning, and unwavering passion for community betterment, Raven is an aspiring leader and a driving force behind quality transportation services in Wichita.

MEET THE REVIEWERS

KRISTIN HUMPHREY, MPA, Workforce Inclusion Director, oversees workforce inclusion training programs and the National Disability Mentoring Coalition at PYD. A strong proponent of mentoring, she has been involved with mentoring for over seventeen years, beginning with her role as a volunteer mentor. She has worked with youth with disabilities for the past seventeen years. She co-authored the manuscript, “Expanding Horizons: A Pilot Mentoring Program Linking College/Graduate Students and Teens with ASD,” which was published in the *Journal of Clinical Pediatrics* in 2015. Kristin has presented regionally, nationally and globally on the topics of mentoring and inclusion. She co-authored the Inclusive Mentoring for Youth with Disabilities Supplement to the *Elements of Effective Practice for Mentoring*, which was published in January of 2023 by MENTOR. Kristin graduated from Connecticut College with a BA in Psychology and was a selected scholar for the Holleran Center for Community Action. She holds a master’s in public administration from Clark University.

JUDY SHANLEY, Ph.D., National Director, Transportation & Mobility, Asst. Vice President, Education & Youth Transition at Easterseals, and Co-Chair, TRB AME50 Committee on Accessible Transportation and Mobility, is a seasoned and passionate professional with experience across education, human services, health, and transportation sectors. She has a particular interest in research to practice and multi-level delivery of technical assistance that is aligned with audience learning preferences. She is an accomplished project director for complex federally funded national projects for the US Departments of Education, Health & Human Services, and Department of Transportation. She is skilled in engaging diverse audiences and representing diverse perspectives for strategic planning and to develop coordinated activities that address educational, employment, health, and mobility needs. Judy is experienced in developing performance management systems and program evaluations that assess short and long-term outcomes and believes in reducing siloes in service delivery that inhibit the full and active participation of individuals with disabilities and older adults in community settings.

APPENDIX

Youth Participation in Mobility Management Questionnaire and Data

Which state do you live in within the United States?	Do you have a disability ?	If you selected "Yes" in the question above, what type of disability do you have?	Please select your age range	Have you had an opportunity to inform transit planning in your community? How so?	Have you had an opportunity to share challenges or concerns with transit planning administration in your community?	Are you aware of any transit advocacy organizations in your community? If so, which ones?	How did you become involved in transit advocacy? Why do you stay involved?	Is there anything else you feel it would be helpful for us to know?	Please include any links to resources or tools that relate to this work.
Ohio	Yes	Mental health condition	21 to 26	No	No	No	I am not	No	
California	Yes	Physical disability	18 to 20	No, I have not had the opportunity	No, I have not had the opportunity	I know of the California Transit Association	I had not had any experience in transportation advocacy, but I would like to become more involved	I hope to work toward improving transportation advocacy	https://caltransit.org/Advocacy/How-We-Advocate/Transit-Equity#:~:text=The%20California%20Transit%20Association%20is,justice%20in%20our%20broader%20society.

Utah	Yes	Developmental disability	21 to 26	No, not at all	I have not been provided access to any opportunities of this matter	I know the UTA exists	I think being able to get around is very important and it determines what you can do in your life a lot of the time.	I want to get more involved, but I'm not sure how.	NA
Massachusetts	Yes	Sensory disability	18 to 20	No	No	No	I have not had any opportunities.	The screen on the trains that tell you where you are, needs to be on every bus and train. It would be better than relying on the fact that people can hear street names and stations.	

California	Yes	Communication disability	21 to 26	By using transporting bus routes	Maybe depending on how well I can guide myself	Idk	Because it hard getting a bus with a disability	Maybe like transportation where disabilities like me and other people navigate or having issues with transportation somewhere	
Hawaii	Yes	Physical disability	21 to 26	No	No	No	N/A		
Pennsylvania	Yes	Physical disability	18 to 20	No	No	No	I haven't been able to be involved.		
Massachusetts	Yes	Intellectual disability	21 to 26	no	no	no	People like me are dependent on transportation services to take us to events and participate . Since we don't drive, this makes very challenging	It would be great to be offered transportation assistance to go to and back to our classes /activities/events.	
MA	Yes	Intellectual disability	18 to 20	No	No	No	N/A	I have a hard time figuring out transportation schedules and pick up locations/drop off	

MA	Yes	Physical disability	21 to 26	Yes. When I interned at the state house in MA I did a project about the lack of accessibility of the Green Line and the Commuter Rail in Boston	Yes.	Yes. Ahoi	See answer to question 5. I stay involved because through the project I did for my State House internship, I learned just how big of an issue accessible transportation is and became passionate about it.	I presented my findings from my State House project to two staff members from Governor Baker's office.	https://m.youtube.com/watch?v=0mZKfGrZzKc&pp=ygUOc29waGlIGtvcnBpY3M%3D
MA	Yes	Physical disability	18 to 20	No	No	Rolling mobility	Struggling with transportation myself, and seeing other people struggle		
MA	Yes	Learning disability	21 to 26	No I haven't	No I haven't yet	yes one of them are Transportation Alternatives	The reason why I've been involved of transportation advocacy with someone with physical disability i need transportation for me to be able to go places		

MA	Yes	Physical disability	21 to 26	No	No	No			
MA	Yes	Developmental disability	18 to 20	No	No	No	I joined YLF and learned about it. Transportation is vital.	It is difficult to maintain existing services but there is a need to expand services when and where they are most needed.	https://mapublichealth.org/priorities/transportation/ , https://t4america.org/maps-tools/transit-advocates-guide/
Ma	Yes	Intellectual disability	21 to 26	N/A	N/A	N/A	N/A	N/A	N/A
MA	Yes	Physical disability	33						
MA	Yes	Sensory disability	21 to 26	No	No	No	Not involved yet	I travel with a PCA.	N/A
MA	Yes	Learning disability	21 to 26	No.	No.	No.	I didn't.	No.	N/A