

2.0 Study Area Features, Trends and Goals

2.1 Introduction

An inventory of study area features, trends, and goals is necessary to an indirect effects impact study so that the fullest range of resources and potential effects and conflicts can be evaluated. To assemble this inventory the following steps were carried out:

- Existing corridor studies, planning studies, resource management plans, and master plans were reviewed and significant and valued features were identified and noted;
- Interviews were conducted to supplement written reports as necessary;
- National and state databases, and map sources were consulted;
- Topic reports outlining features, trends, and goals, in the following six subject areas were prepared:
 - Transportation
 - Tourism
 - Economic Development
 - Agriculture/Aquaculture
 - Environmental Resources
 - Quality of Life/Livable Communities
- Topic reports were reviewed by the Study Committee, Citizens Advisory Committee and the public;
- A public involvement workshops featuring breakout discussion sessions in each of the six topic areas was held in each county;
- Potential impacts and concerns derived from the public involvement efforts were documented and consulted in the preparation of the impact assessment.

2.2 Study Area Definition

For the purposes of this analysis the study area is defined as the two-county Accomack-Northampton Planning District on the Eastern Shore of Virginia. This area was expanded to incorporate the Hampton Roads Planning District travel model area for an analysis of regional accessibility. Examinations of individual subareas within the two counties were also conducted as necessary. Maps are provided throughout this document to aid in interpretation of the information presented.

2.3 Topic Reports

Topic reports outlining notable features, trends, goals, and concerns in the study area are presented below. These reports cover existing and anticipated future conditions and contain information used and referenced throughout the impact assessment.