**Stanly County Community Understanding Report**

Before starting this CUR questionnaire, please review the *Guidance for Using and Developing the Community Understanding Report*. Please keep in mind:

* The intent is that the RPO/MPO staff will initially assess the question for relevance to the CTP and to collect readily available data to answer the questions (If a question is answered in another document, a link to the document and page(s) referenced can be provided versus re-creating the information in the CUR.). This process is not designed to create new data or be overly burdensome
* There may be some questions in the CUR that will be answered best by local experts and/or CTP Steering Committee at a later date. Please note that in this document and track those questions that need future follow up
* If there any questions found to be not relevant to the CTP study area, they should be answered as ‘Not Applicable’.

Be sure to document data sources and geographic scale (when working with census data)

1. **Population Trends and Projection**

|  |  |
| --- | --- |
| **Data Element: Population Trends and Projections** | |
| ***Why important?*** | Population trends and projections provide the greatest overall sense of community direction. It can illuminate if an area is thriving, growing, aging, or losing population. It provides a high level overview if it is an area where people and/or businesses want to move – or remain if already in an area. This is important information for almost all planning, and many public policy, efforts. |

|  |  |
| --- | --- |
| **Potential Data Source(s)** | Population Change – US Census Bureau, Census 2010 and Census 2000, and Census 1990, Summary File 1 100% Data, Table P1 (2010) and P001 (2000) “Total Population” (and see data sources in Notes above); CTP Study Area – USDOT FHWA’s MPO Database (2010); NC State Demographer Forecast Projections – NC Office of State Budget and Management (2018) |
| **Other Source(s)** | Land use/development/comprehensive plans; recent project level Community Impact Assessment and/or Indirect & Cumulative Effects reports if for current and immediate past census. |

|  |  |  |
| --- | --- | --- |
| **Time Horizon** | **Stanly** | **% Growth from Previous Decade** |
| **2010 Census Population** | 60,533 |  |
| **2015 Census Population** | 60,316 |  |
| **2020 Census Population** | 62,607 |  |
| **NC State Demographer Forecast Projection (2035)** | 65,305 |  |
| **NC State Demographer Forecast Projection (2040)** | 66,309 |  |
| **NC State Demographer Forecast Projection (Last Projected Year)** | 68,322 |  |

* 1. What are the two most important reasons the CTP Study Area experienced the population trends it did? (Cite the source.)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. What are the two most important reasons the CTP Study Area is likely to experience the population trends forecast?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. If known, how is the study area expected to grow? Which areas will have lower or higher growth?

Locust, West Albemarle

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Population Diversity**

|  |  |
| --- | --- |
| ***Why important?*** | Population Diversity data are key aspects of documenting community characteristics. This data may also inform local planning efforts if population diversity is identified as a local public policy priority. Different race, age, income, and ethnic populations may have different communication needs during the CTP process. |

|  |  |
| --- | --- |
| **Potential Data Source(s)** | US Census Table B02001: Race – B03002 Block Group (US Census Bureau, American Community Survey 2013 5-Year Estimates) (and see data sources in Notes above); and at county level [*http://censusviewer.com/counties/NC*](http://censusviewer.com/counties/NC) |
| **Other Source(s)** | Public schools, Latino advocacy organizations, churches, local planner(s), town/county/city manager, recent project level Community Impact Assessment reports |

* 1. Identify notable and/or underrepresented communities in Stanly County that need to be considered during the CTP process (total and percentage if available)? This does not need to be limited to Limited English Proficiency (LEP) groups.

African Americans - There are high percentages of African Americans located near Badin and Albemarle with some census blocks being as high has 91.17%. (GIS Title VI)

11.7% (ACS, 2022)

Over 65 – Many census blocks containing between 15-50%. (GIS Title VI).

19.1% (ACS, 2022)

Hispanic/Latino – High percentage of Hispanic/Latino populations central, some census blocks as high as 19.5%. (GIS Title VI)

5.3% (ACS, 2022)

Zero car ownership – There a several census blocks with high percentages of zero car ownership southern of Albemarle and around Red Cross, with percentages as high as 38.76%. (GIS Title VI)

LEP Spanish – There are some blocks with higher percentages of LEP Spanish southwest of Albemarle and north of Norwood, the highest being 5.08%. (GIS Title VI)

Minority other – There are several blocks that have higher percentages of other races north of Albemarle, and south of Red Cross, with the highest being 27.27%. (GIS Title VI)

Two or more minority races - There are several blocks that have higher percentages of 2 or more races south of Albemarle and south of Red Cross with the highest being 14.6%. (GIS Title VI)

* 1. Note low income populations in Stanly County (total and percentage). The map from the RPO Title VI Plan may be sufficient.

The highest concentration of those living under the poverty line are location around Red Cross, in and west of Albemarle, and east of New London. (GIS Title VI)

12.9% live in poverty (ACS, 2022)

* 1. Identify the main LEP language groups. Note which LEP language groups total at least 5% of the population, or 1000 total population, whichever is less. This may come from the RPO Title VI Plan.

LEP Spanish – There are several blocks that have higher percentages of LEP Spanish southwest of Red Cross, the highest being 5.08%. (GIS Title VI)

* 1. Are there areas within Stanly County where concerns about race, ethnicity, income have affected project outcomes? (Provide examples and location.)

None known at moment

* 1. Are there communities or populations within Stanly County that have raised a concern about lack of voice in public opinions? (Provide examples and location.)

None known at moment

* 1. Identify the presence and locations of other potential transportation disadvantaged populations, including households with zero vehicles and seniors.

\_\_\_ Zero car ownership – There a several census blocks with high percentages of zero car ownership south of Albemarle and north of Red Cross, with percentages as high as 38.76%. (GIS Title VI)

Over 65 – Many census blocks containing between 15-50%. (GIS Title VI).

1. **Community Character**

|  |  |
| --- | --- |
| **Data Element: Community Character** | |
| ***Why important?*** | Community character may reflect history, tenure, and intent. Community character is often what people like about where they live – characteristics that reflect a “sense of place”. The goals of one community may not reflect the goals or what is important to another community – it is usually location (and sometimes neighborhood) specific. |

|  |  |
| --- | --- |
| **Data Source(s)** | CTP Geodatabase; Historic Resources – National Register (NR) & Determined Eligible (DE) polygons, |
| **Other Source(s)** | Local planner(s), land use/land development plan, comprehensive plan, local historic properties office/planner, historic properties advocacy group, town/county/city manager, NC Department of Commerce Division of Community Assistance, recent project level Community Impact Assessment, and/or Indirect & Cumulative Effects reports |

* 1. Have communities identified community character goals?

Bike and Ped improvements- West Ablemarle, North Downtown, Locust to Standfield, Standfield to Walmart, food lion to town center, Richfield near 52,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Have communities delineated any gateways, historic districts, view sheds, open space and other areas to be protected or enhanced?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. List all major historic downtowns.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. List mixed use urban centers.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. List major industrial parks, office parks and single use centers.

Albemarle Park, Charlotte Park, Meadowview Creek Park

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. List large commercial strips and single use corridors (from a traffic generating perspective).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. List major attractions or events in the study area (example: sporting events, festivals, tourism destinations/attractions).



Livestock Arena, City Lake Park, Morrow Mountain, Oakboro 4th of July, Big Lick Festival

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Schools, Parks, and Community Centers**

|  |  |
| --- | --- |
| ***Why important?*** | Schools (*including private schools, charter schools, and community colleges*), and parks are important community resources that reflect interest, participation, and investment across generations. They are often landmarks and resources around which communities congregate, socialize, and recreate.  *Note: Local Parks data is not currently available on statewide data layers and must be mapped through web map services, NC OneMap, and located by local authorities.* |

|  |  |
| --- | --- |
| **Potential Data Source(s)** | CTP GIS Data Layers.xls: *(*[*http://data.nconemap.com/geoportal/catalog/main/home.page*](http://data.nconemap.com/geoportal/catalog/main/home.page)  [*http://www.ncpublicschools.org/docs/fbs/resources/data/statisticalprofile/2005profile.pdf*](http://www.ncpublicschools.org/docs/fbs/resources/data/statisticalprofile/2005profile.pdf) *(2005)* |
| **Other Source(s)** | County school system, County and municipal parks and recreation departments |

The tables below are examples of a way to provide the information. It is not necessary to provide this information in this format. It may not be possible to provide the data in the format shown below. Provide the data in a format that is reasonable. What’s important is the information and not the format. Specific enrollment figures are more helpful in areas where a travel demand model is being developed/used. General information can be very helpful in areas where no travel demand model is being developed.

https://nces.ed.gov/ccd/districtsearch/district\_detail.asp?ID2=3704320

|  |  |
| --- | --- |
| **School** | **Current Enrollment** |
| **Elementary Schools** |  |
| Aquadale Elementary | *346* |
| Badin Elementary- 441 | *441* |
| Central Elementary- 508 | *508* |
| East Albemarle- 306 | *306* |
| Endy Elementary- 306 | *306* |
| Locust Elementary- 423 | *423* |
| Millingport Elementary-184 | *184* |
| Norwood Elementary- 346 | *346* |
| Oakboro Choice STEM- 340 | *340* |
| Richfield Elementary- 298 | *298* |
| Stanfield Elementary- 318 | *318* |
| **Middle Schools** |  |
| Albemarle Middle School-407 | *407* |
| North Stanly Middle School- 499 | *499* |
| South Stanly Middle School- 339 | *339* |
| West Stanly Middle School- 550 | *550* |
| **High Schools** |  |
| Albemarle High School- 369 | *369* |
| North Stanly High School-596 | *596* |
| South Stanly High School- 549 | *549* |
| Stanly / YES Academy Learning Center- 35 | *35* |
| Stanly STEM Early College- 119 | *119* |
| Stanly Early College- 170 | *170* |
| West Stanly High School- 754 | *754* |
| **Private Schools** |  |
| Carolina Chistian school-301 Students | *301* |
| Christ the king Christian academy- 90 Students | *90* |
| Scholars academy for the gifted- 35 Students | *65* |
| Tillery Christian Academy- 22 Students | *22* |
| **College/ University** |  |
| Pfeiffer University | *1,122* |
| Stanly community college | *2432* |

* 1. Are there particular geographic areas within the CTP Study Area where school facilities or operations have been especially affected by school age population changes? Are there schools that are expected or likely to close? Are there locations identified where new schools may be constructed?

Greystone area school area, Pfeiffer

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Identify local, state, and national parks and recreational facilities.

**Morrow Mountain State Park, City Lake Park, Badin Waterfront Park, Locust Park**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Are there any new parks and recreational facility locations planned?

**Agri-Civil Center, EE Wendell Center, Albemarle Neighborhood Theatre, (Golf Cart Towns??)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. List community centers, performing arts centers, libraries and museums.

**Locust Historical Society and Museum, Stanly County History Center, Badin Museum**, **Mt Gilead Public Library, Stanly County Public Library, Badin Branch Library**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Public Safety/Emergency Response**

|  |  |
| --- | --- |
| **Data Element: Public Safety / Emergency Response** | |
| ***Why important?*** | Transportation infrastructure is a key component for emergency response. It also contributes to public safety impacts, including vehicular (vehicular or bicycle and pedestrian crashes) and non-vehicular (crime). |

|  |  |
| --- | --- |
| **Potential Data Source(s)** | ***Ped Data:***[*http://www.pedbikeinfo.org/pbcat/index.cfm*](http://www.pedbikeinfo.org/pbcat/index.cfm)  [*http://www.ncdot.gov/bikeped/researchreports/*](http://www.ncdot.gov/bikeped/researchreports/)*;*  [*http://www.pedbikeinfo.org/pbcat/\_ped.cfm*](http://www.pedbikeinfo.org/pbcat/_ped.cfm)  ***Bike Data:***[*http://www.pedbikeinfo.org/pbcat/\_bicycle.cfm*](http://www.pedbikeinfo.org/pbcat/_bicycle.cfm) |
| **Other Source(s)** | Local engineering department, police/sheriff’s office NCDOT Division of Bicycle and Pedestrian Transportation, NCDOT Transportation Mobility and Safety, local media, bicyclist organizations, pedestrian advocates, recent project level Community Impact Assessment reports |

* 1. Identify any areas with high crime incidents that are relevant to the transportation plan.

S Albemarle, Locust, Milling Port, Noorwood

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Are the areas within the CTP Study Area with high numbers of pedestrian or bicyclist incidents or otherwise discourage pedestrian or bicyclist use?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Are there locations within the CTP Study Area with high medical response calls? (nursing homes, retirement communities, summer camps, etc.)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Are there places in the CTP Study Area with known issues (isolation, access, etc.) with emergency response or evacuation?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Economic Conditions**

|  |  |
| --- | --- |
| **Data Element: Economic Conditions/Jobs** | |
| ***Why important?*** | The local economy is the lifeblood of the community. Without access to jobs, communities may fade away.  *Note: In the sections below, the difference between "three major employment centers" and "which three companies" is that the first is asking about locations while the second about specific employers who may or may not have multiple locations. Using Wake CTP Study Area as an example, major employment centers would be the Cary-Morrisville area, downtown Raleigh and Capital Blvd north of Raleigh, while the three largest employers may be the state, Wake County schools and WakeMed. Thus two of the largest employers are not major players in any of the major employment centers while the state is concentrated in the downtown center, but is otherwise scattered.* |

|  |  |
| --- | --- |
| **Potential Data Source(s)** | **Industry Category:** [*http://accessnc.commerce.state.nc.us/EDIS/demographics.html*](http://accessnc.commerce.state.nc.us/EDIS/demographics.html)  **Top three employers:**[*http://accessnc.commerce.state.nc.us/EDIS/business.html*](http://accessnc.commerce.state.nc.us/EDIS/business.html)(Note: employment data is reported by company by range of employees, not the specific number of employees) |
| **Other Source(s)** | Economic development office or agency (chamber of commerce), local planner, town/county/city manager, economic development plan, recent project level Community Impact Assessment and/or Indirect & Cumulative Effects reports |

* 1. What are the major employment centers in the CTP Study Area (note the number of jobs if available)?

Michelin Tire, Pre Form Line, Atrium, Economic Developer

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Which industry categories and companies employ the most people? (provide available employment data for each)?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Which industries/companies have produced the most new jobs over the last ten years?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. How many jobs are expected in the next 10 years? 20 years? What type of jobs?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Are these jobs expected to be in the existing major employment centers or in other areas?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Development Goals**

|  |  |
| --- | --- |
| **Data Element: Development Goals** | |
| ***Why important?*** | Understanding local development vision and goals is necessary to assess and plan future transportation and other infrastructure. This information is also significant for assessing cumulative human and natural environment effects during planning activities. |

|  |  |
| --- | --- |
| **Potential Data Source(s)** | Local future land use GIS layers, if available |
| **Other Source(s)** | Local planner(s), land use/land development plan, comprehensive plan, town/county/city manager, economic development office, economic development plan, chamber of commerce, recent project level Community Impact Assessment, and/or Indirect & Cumulative Effects reports |

* 1. Identify major target areas for residential development.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Identify major target areas for employment centers.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Identify major target areas for commercial development.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Will development density be higher, lower or about the same as existing development?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Will the proximity of housing to jobs, shopping and services be more, less or about the same as existing development?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. What plans for land use, highways, sidewalks, greenways, and bicycle routes already exist in the planning area? (Provide a link or where to find it.)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Farming Operations**

|  |  |
| --- | --- |
| **Data Element: Farming Operations** | |
| ***Why important?*** | Agriculture remains an important industry in North Carolina. North Carolina ranks 7th in the United States in farm profits. It is a very important contributor to the economic health of North Carolina, particularly for rural areas. The sector adds $70 billion annually to the State’s economy, accounting for 18% of the State’s income and employing 17% of its workforce. |

|  |  |
| --- | --- |
| **Potential Data Source(s)** | ***http://srsfia2.fs.fed.us/states/north\_carolina.shtml***  ***Farms***: [*http://www.ncagr.gov/stats/codata/index.htm*](http://www.ncagr.gov/stats/codata/index.htm)  ***Timber****: pages 18-19 of report (*[*http://www.srs.fs.usda.gov/pubs/rb/rb\_srs088.pdf*](http://www.srs.fs.usda.gov/pubs/rb/rb_srs088.pdf)*)* |
| **Other Source(s)** | County Soil & Water Conservation office, NC Farm Bureau, local Farm Bureau office, NC Department of Agriculture, recent project level Community Impact reports |

* 1. List roads that are known to be impacted by farming equipment or timber trucks.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Are any farms given special designation (Century Farms, voluntary agricultural districts VADs/EVADs, preservation agreements)?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Natural Resources**

|  |  |
| --- | --- |
| **Data Element: Natural Resources** | |
| ***Why important?*** | Natural resources are part of the community character and fabric, and in many cases are important components of the economy, especially in the context of recreational and tourism activities. Natural resources have socio-economic value and natural resource data is important so that it can be considered throughout the CTP process, including for indirect and cumulative effects studies. |

|  |  |
| --- | --- |
| **Potential Data Source(s)** | Environmental Features Map (developed as part of the CTP study), Local land use GIS layers (if available) ,  *DENR’s Conservation Planning Tool:* [*http://portal.ncdenr.org/web/nhp/gis-download*](http://portal.ncdenr.org/web/nhp/gis-download)  NC Wildlife Resource Commission’s NC Green Growth Toolbox:[*http://www.ncwildlife.org/Conserving/Programs/GreenGrowthToolbox.aspx*](http://www.ncwildlife.org/Conserving/Programs/GreenGrowthToolbox.aspx)*,* |
| **Other Source(s)** | Land use/land development plan, comprehensive plan, local planner, town/county/city manager, North Carolina Natural Heritage Program, recent project level Community Impact Assessment and/or Indirect & Cumulative Effects reports |

* 1. Locate and describe any community identified natural areas, waters, and resources or other valued environmental areas or resources. Please also describe why the resource is important to the community.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Transportation Choices**

|  |  |
| --- | --- |
| **Data Element: Transportation Choices** | |
| ***Why important?*** | Transportation choice has been identified by increasing numbers of communities, groups, and stakeholders as important to a community’s livability and quality of life. It is important to document this as part of community understanding because it is a critical component of long range transportation planning. |

|  |  |
| --- | --- |
| ***Potential Data Source(s)*** | Local transportation GIS layers, if available |
| ***Other Source(s)*** | Local transportation planner(s), local transportation plans (particularly if they include a bicycle component), local planner(s), land use/land development plan, comprehensive plan, town/county/city manager, recent project level Community Impact Assessment, and/or Indirect & Cumulative Effects reports |

* 1. Identify major existing and proposed bicycle and pedestrian destinations.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Identify major existing and proposed transit (bus and/or rail) destinations.

\_Vac & Dash, **SCUSA Transportation System~Serving Stanly County**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Identify major existing and proposed freight corridors and destinations.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_