

# FINAL REPORT



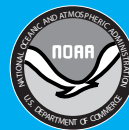
## Texas High School Coastal Monitoring Program: 2013-2014

Tiffany L. Caudle



### Bureau of Economic Geology

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June 2014



# F I N A L       R E P O R T

## Texas High School Coastal Monitoring Program: 2013–2014

Ball, Palacios, Port Aransas, and  
Port Isabel High Schools and Cunningham,  
Tidehaven, and Van Vleck Middle Schools

**Tiffany L. Caudle**

Report to the Texas Coastal Coordination Council pursuant to  
National Oceanic and Atmospheric Administration Award No. NA12NOS41900021.

Final report prepared for General Land Office under contract No. 13-042-000-6909.

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Coastal  
Studies  
Group



**June 2014**



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## INTRODUCTION

The Texas High School Coastal Monitoring Program (THSCMP) engages people who live along the Texas coast in the study of their natural environment. High school students, teachers, and scientists work together to gain a better understanding of dune and beach dynamics in their own locales. Scientists from The University of Texas at Austin (UT) provide the tools and training needed for scientific investigation. Students and teachers learn how to measure the topography, map the vegetation line and shoreline, and observe weather and wave conditions. By participating in an actual research project, the students obtain an enhanced science education. Public awareness of coastal processes and the Texas Coastal Management Program is heightened through this program. The students' efforts also provide coastal communities with valuable data on their changing shoreline.

This report describes the program and our experiences during the 2013–2014 academic year. During this time, Ball High School on Galveston Island completed its sixteenth year in the program, and Port Aransas and Port Isabel High Schools completed their fifteenth year (Fig. 1). Through collaboration with the Lower Colorado River Authority, the program works with three schools in the Bay City, Texas, region: Tidehaven and Van Vleck Middle Schools completed their tenth year in the program and Palacios High School completed its eighth year. Cunningham Middle School in the Corpus Christi Independent School District participated in its first field trip in late spring of 2009. The 2013–2014 academic year marked its sixth year in the program. All of the schools anticipate continuing with the program during the 2014–2015 academic year. Discussions of data collected by the students are included in this report. A manual with detailed field procedures, field forms, classroom exercises, and teaching materials was prepared during the first year of the project at Ball High School in 1997–1998. The manual was updated with the addition of the Bay City region schools in 2005. The program is also enhanced by a continuously updated website (<http://www.beg.utexas.edu/coastal/thscmp/>).

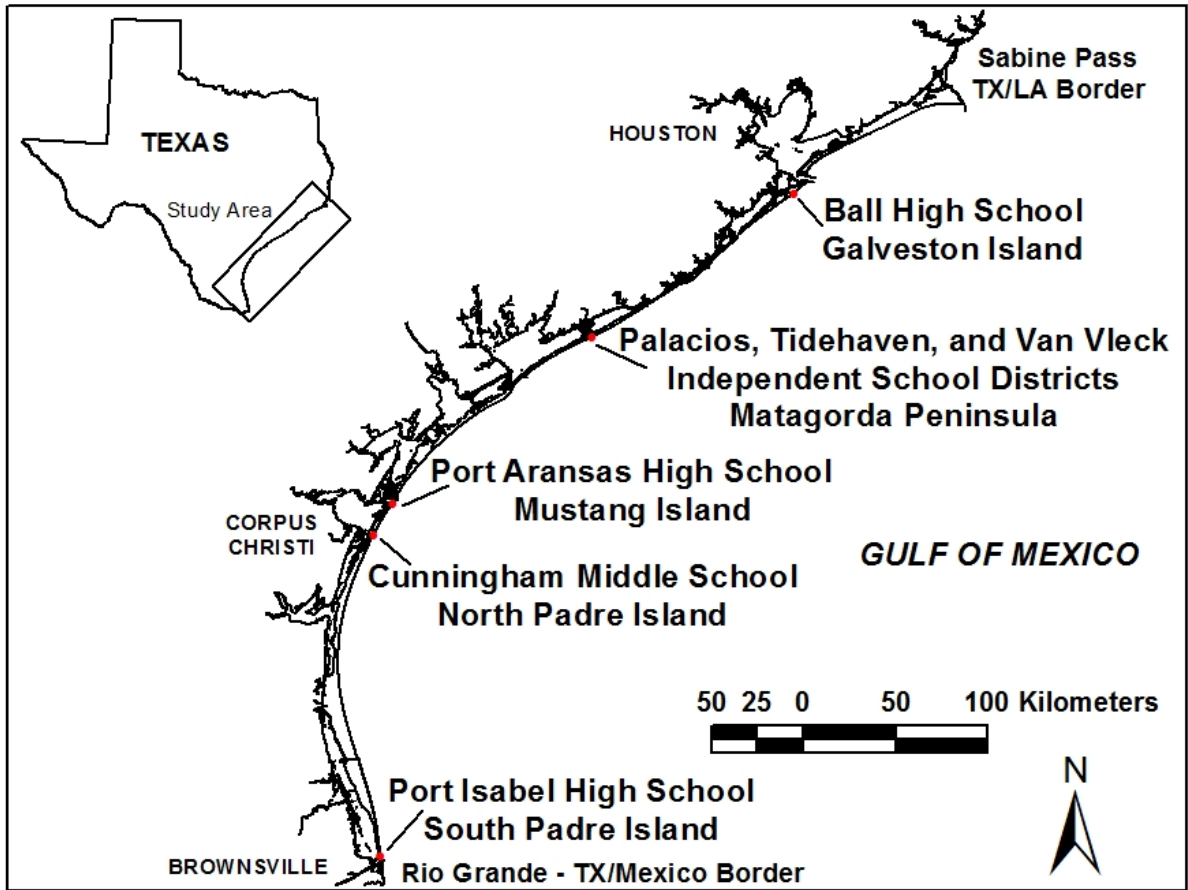


Figure 1. Participating schools.

## PROGRAM DESCRIPTION

### Goals

The coastal monitoring program has three major goals:

*(1) Provide high school students with an inquiry-based learning experience.*

Students make several field trips to their study sites during the school year. Working in teams, they conduct topographic surveys (beach profiles) of the foredune and beach, map the vegetation line and shoreline, collect sediment samples, and observe weather and wave conditions. Back in the classroom, students analyze their data and look for relationships among the observed phenomena. UT scientists provide background information and guide inquiries about the data, but students are encouraged to form and test their own



hypotheses. Through their collaboration with working scientists on an actual research project, the students gain an enhanced science education.

*(2) Increase public awareness and understanding of coastal processes and hazards.*

We expect that participating students will discuss the program with their parents, classmates, and neighbors, further expanding the reach of the program. We also expect the program to attract media attention, as it has in the past. The program was featured in the Winter 2006 and Winter 2009 issues of *On the Coast*, a coastal-issues newsletter from the Texas General Land Office. A paper featuring the program and data collected by the high school students was published in the fall 2004 issue of *Shore & Beach* (Vol. 72, No. 4), the journal of the American Shore & Beach Preservation Association. A paper was written and presented at the 2012 Gulf Coast Association of Geological Societies annual meeting and at the 2013 American Shore and Beach Preservation Association national coastal conference. A website (<http://www.beg.utexas.edu/coastal/thscmp/>) containing the latest information is central to the community outreach part of the project. If coastal residents wish to view the effects of a storm that strikes the upper coast, they are able to do so by accessing the THSCMP website to view maps, graphs, and photographs collected by Ball High School. Curiosity may drive this inquiry at first, but eventually awareness and appreciation of coastal processes and how future storms could affect a community will increase.

*(3) Achieve a better understanding of the relationship between coastal processes, beach morphology, and shoreline change and make data and findings available for solving coastal management problems.*

The Bureau of Economic Geology (Bureau) at UT has conducted a 40-year research program to monitor shorelines and investigate coastal processes. An important part of this program is the repeated mapping of the shoreline and measurement of beach profiles. Over time, these data are used to determine the rate of shoreline change. A problem we face is the limited temporal resolution in our shoreline data. The beach is a dynamic environment where significant changes in shape and sand volume can occur over periods of days or even hours. Tides, storms, and seasonal wind patterns cause large, periodic or quasi-periodic changes in the shape of the

beach. If coastal data are not collected often enough, periodic variations in beach morphology could be misinterpreted as secular changes. The THSCMP helps address this problem by providing scientific data at key locations along the Texas coast. These data are integrated into the ongoing coastal research program at the Bureau and are made available to other researchers and coastal managers.

### Methods

The central element in the high school monitoring program is at least three class field trips during the academic year, weather permitting. During each trip, students visit several locations and apply scientific procedures to measuring beach morphology and making observations on beach, weather, and wave conditions. These procedures were developed during the program's pilot year (1997–1998) and are presented in detail in a manual and on the website, which also includes field forms. The following is a general discussion of the field measurements.

- (1) *Beach profile.* Students use a pair of Emery rods, a metric tape, and a hand level to accurately survey a shore-normal beach profile from behind the foredunes to the waterline (Fig. 2). The students begin the profile at a presurveyed datum stake so that they can compare each new profile with earlier profiles. Consistently oriented photographs are taken with a digital camera. The beach profiles provide detailed data on the volume of sand and the shape of the beach.
- (2) *Shoreline and vegetation-line mapping.* Using a differential Global Positioning System (GPS) receiver, students walk along the vegetation line and shoreline mapping these features for display on Geographic Information System software. The GPS mapping provides measurements of the rate of change.
- (3) *Sediment sampling.* Students occasionally take sediment samples along the beach profile at the foredune crest, berm top, and beach face. They then sieve the samples, weigh the grain-size fractions, and inspect the grains using a microscope. These samples show the dependence of sand characteristics on the various processes acting on the beach.



Figure 2. Students using (A) a sighting level to determine vertical offset between Emery rods and (B) a metric tape to measure horizontal distance.

(4) *Beach processes* (Fig. 3). Students measure wind speed and direction, estimate the width of the surf zone, and observe breaker type. They note wave direction, height, and period and estimate longshore current speed and direction using a float, stop watch, and tape measure. They also take readings of shoreline and foredune orientation. From these measurements, students can infer relationships between physical processes and beach changes in time and space. Students also learn to obtain weather and oceanographic data from resources on the Internet.

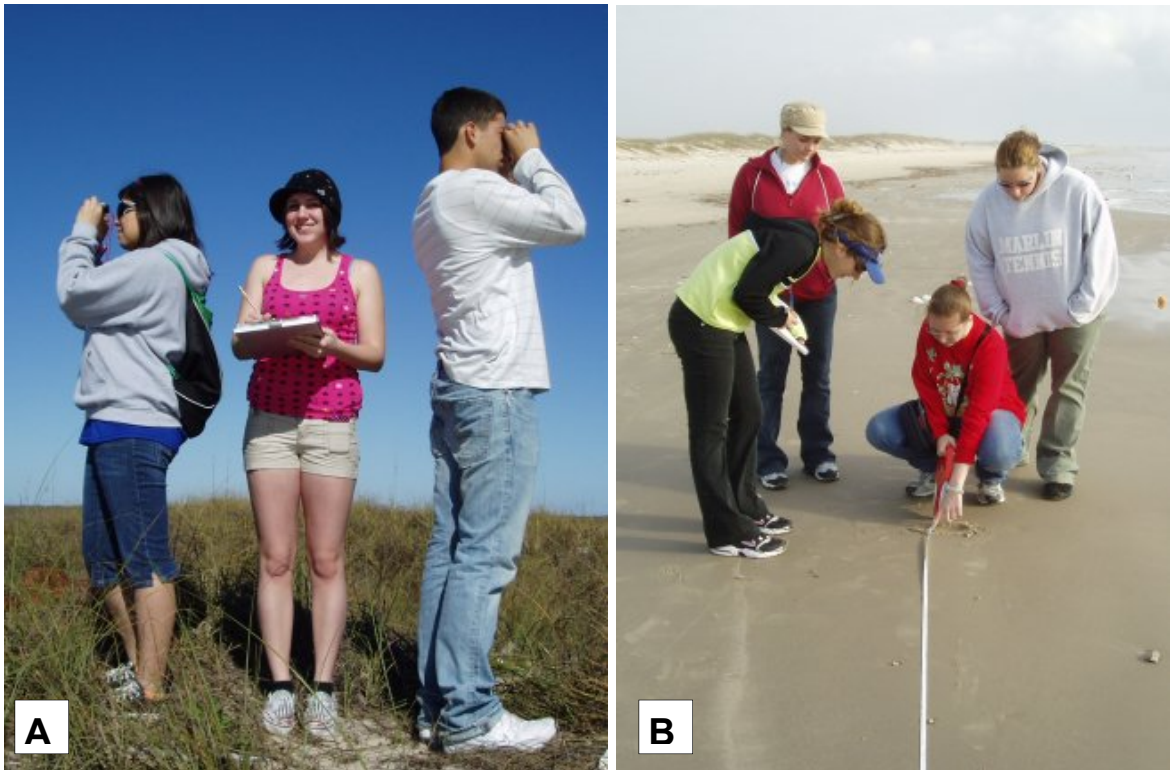


Figure 3. Students (A) using a sighting compass to measure dune orientation and (B) measuring how far along the shoreline the float (an orange) drifted to determine longshore current.

### Training

Bureau scientists provide teachers with all the training, information, field forms, and equipment needed to conduct field and lab measurements. During the school year, Bureau scientists accompany students on at least one field trip. The scientists discuss with the students general and theoretical issues regarding scientific research, as well as specific techniques and issues related to coastal research. The visits also provide scientists with an opportunity to ensure quality of the data.

### Data Management, Data Analysis, and Dissemination of Information

The web is central to the dissemination of data collected for this program. A website (<http://www.beg.utexas.edu/coastal/thscmp/>), which resides on a UT server, was implemented toward the end of the 1998–1999 academic year. The website provides all the information needed to begin a beach-monitoring program, as well as curriculum materials for high school teachers. Each school in the program has an

area on the website for posting its data and observations, including digital photos. Bureau scientists manage the data in an electronic database and make them available to the public. Bureau scientists also evaluate the data in light of coastal management problems.

## STUDENT, TEACHER, AND SCIENTIST INTERACTIONS DURING THE 2013–2014 ACADEMIC YEAR

Bureau scientist Ms. Tiffany Caudle worked with teachers Ms. Sara Black and Ms. Michelle Puig of Ball High School, Mr. Ryan Piwetz of Port Aransas High School, and Dr. Michelle Zacher of Port Isabel High School. The Ball High School teachers chose the Advanced Placement Environmental Science classes to participate in the program. Mr. Piwetz chose his Environmental Science classes to participate in the program. Dr. Zacher tapped juniors and seniors taking Dual Enrollment Biology for participation.

The Bureau is working together with the Lower Colorado River Authority (LCRA) at Matagorda Bay Nature Park. This collaboration has allowed the Bureau to expand the THSCMP to three schools in the Bay City, Texas, region. Expansion of the program not only increased the number of schools, but now includes younger students, who are making the same field measurements as the high school students, but who are visiting only one profile site per field trip. Ms. Caudle worked with teachers Mr. Warren Morris of Palacios High School, Mr. Robert Hutto and Mr. Duane Schroedter from Tidehaven Middle School, and Ms. Meredith Keelan of Van Vleck Middle School during the first field trip of the 2013–2014 academic year. Representatives from LCRA worked with teachers and students during the winter and spring field trips.

After a workshop held at TAMUCC in November 2008, the Innovation Academy for Engineering, Environmental and Marine Science at Cunningham Middle School (Corpus Christi Independent School District) expressed interest in joining the

program. Ms. Caudle worked with Mr. Johnnie Darnell, Ms. Rebekah Sutton, and Ms. Jennifer Welch at Cunningham Middle School during the 2013–2014 academic year.

A Bureau scientist visited with each school at least once, with the visits coinciding with the first field trip of the academic year. During the course of the field trips, the scientist discussed coastal issues pertaining to the area of the coast that the students are visiting, coastal issues concerning the entire state of Texas, and careers in science. These visits served not only to enhance scientific instruction, but they also gave students insight into science as a career and the chance to discuss coastal community concerns.

During field trips, students were divided into two or three teams, according to the size of the class. One team measured the profile while the other team collected data on weather and waves and conducted a GPS survey of the shoreline and vegetation line. Team members had specific tasks, and students took turns performing them. After each team completed its tasks at the first location, the teams switched roles so that everyone had an opportunity to conduct all measurements.

Dividing students into two four- to seven-member teams works well. One team conducts the beach profile, and the other measures processes and the shoreline. Extra tasks can be assigned to the team that finishes first. It is important to assign each student a job to keep him or her focused and interested, although time for a little fun is also allowed. People normally think of the beach as a place of recreation, and participation in this project should not change that. In fact, it is hoped that program participants will enjoy going to the beach even more because of their newly acquired knowledge and observation skills.

The method of breaking students into teams and collecting data works well for high school students at Ball, Port Aransas, and Port Isabel High Schools. Adding middle-school students to the program has changed our approach to working with students,

but only slightly. For example, Bay City regional schools, which collect data on Matagorda Peninsula, collect data from only one monitoring site. Because of the distance from the schools to the beach (~45 minutes to 1 hour each way), time does not always allow data collection from multiple sites. Instead of breaking into groups to collect the data, we attempt to keep the students active by constantly rotating them through the different positions. The last student to conduct a measurement teaches the next student.

The day of the field trip, students meet in the teacher's classroom to organize equipment and gather additional materials that they may need for the day (coolers with ice and water, lunches, etc.). Throughout the day, data and samples are collected from one to three locations, with sufficient time allotted for lunch and breaks. On some trips there is time for additional scientific inquiry. Port Isabel students have visited the Laguna Madre Nature Trail on South Padre Island or used a seine net in Laguna Madre. Ball High School students have observed the wetlands at Galveston Island State Park; used different types of nets (seine, cast nets, etc.) to observe shrimp, crabs, and small fish that live in the waters at the edge of the wetlands; and tested water quality. Port Aransas High School students have visited the University of Texas Fisheries and Mariculture Laboratory or the Marine Science Institute. All trips allow ample time for careful data collection, while ensuring that the students are back at school about 1 hour before the end of the day. During this hour, equipment is stored and data are filed or transferred to the computer. Following are details on activities at each school.

### Ball High School

Hurricane Ike struck the Texas coast near Galveston Island at the beginning of the 2008–2009 academic year. Because of the catastrophic impact that Galveston Island received from the hurricane, Ball High School was closed for several weeks. In early October 2008, after inspection of the island by Bureau and Texas A&M University Corpus Christi (TAMUCC) scientists, it was determined that the

monitoring site at Galveston Island State Park (BEG02) was unsafe for students to visit until debris was removed and the park was reopened. Profile BEG08 on Follets Island was inaccessible to buses because the Blue Water Highway (FM 3005) had been severely damaged during the storm surge. Although the highway is now reopened, Ball High students have not resumed monitoring this location. The original datum point for BEG08 was unrecoverable following Hurricane Ike. A new datum point was set on the landward side of the Blue Water Highway, which would require students to cross the highway on foot while conducting the profile. Students from Ball High School did not participate in the program during the 2008–2009 academic year, although data were collected at these sites by Bureau and TAMUCC scientists. Ball High School rejoined the program for the 2009–2010 academic year with a new teacher and a new monitoring site.

Ms. Sara Black and Ms. Michelle Puig’s AP Environmental Science classes at Ball High School participated in field trips on September 18, 2013, and April 8, 2014. A winter field trip was scheduled and cancelled on two separate occasions owing to weather conditions. Due to scheduling issues and the weather, only 2 field trips were completed during the 2013-14 academic year. The students conducted surveys at two locations in Galveston Island State Park—BEG02 and GLO06 (Fig. 4)—profiles that the Bureau has been measuring since the 1980’s. Ms. Caudle accompanied the class on both trips and provided further training and background information to the students.

#### Port Aransas High School

Port Aransas students participated in field trips on October 3 2013; January 30, 2014; and April 24, 2014. Mr. Piwetz’ class collected data at three profile locations on Mustang Island: MUI01 near Horace Caldwell Pier, MUI02 in Mustang Island State Park, and MUI03 (Fig. 5). Port Aransas High School has been measuring these profiles since 1999. Ms. Caudle accompanied the class on all three field trips.





Figure 4. Location map of Ball High School monitoring sites.

### Port Isabel High School

Port Isabel students participated in field trips on October 23, 2013; January 22, 2014; and June 5, 2014. Students from Dr. Zacher's Dual Enrollment Biology class collected data at three profile locations on South Padre Island: SPI01 in Isla Blanca Park, SPI02 at Beach Access #13, and the newest site, SPI08, at the Tiki Condominiums (E. Whitesands Street) (Fig. 6). Port Isabel High School has been measuring SPI01 and SPI02 since 1999, and SPI08 since 2007. Ms. Caudle was able to accompany the class on all three trips to provide further training and background information to the students.

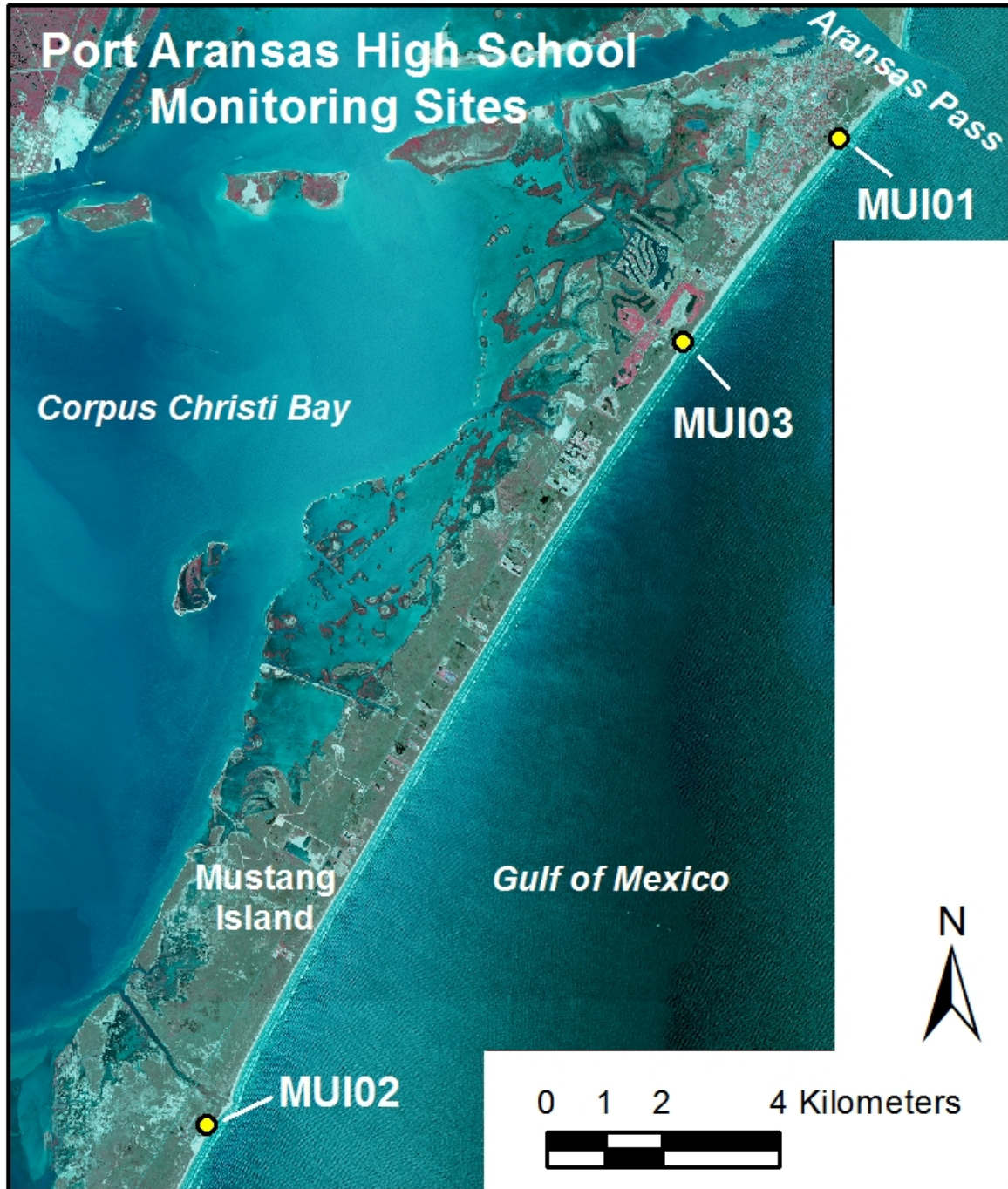


Figure 5. Location map of Port Aransas High School monitoring sites.

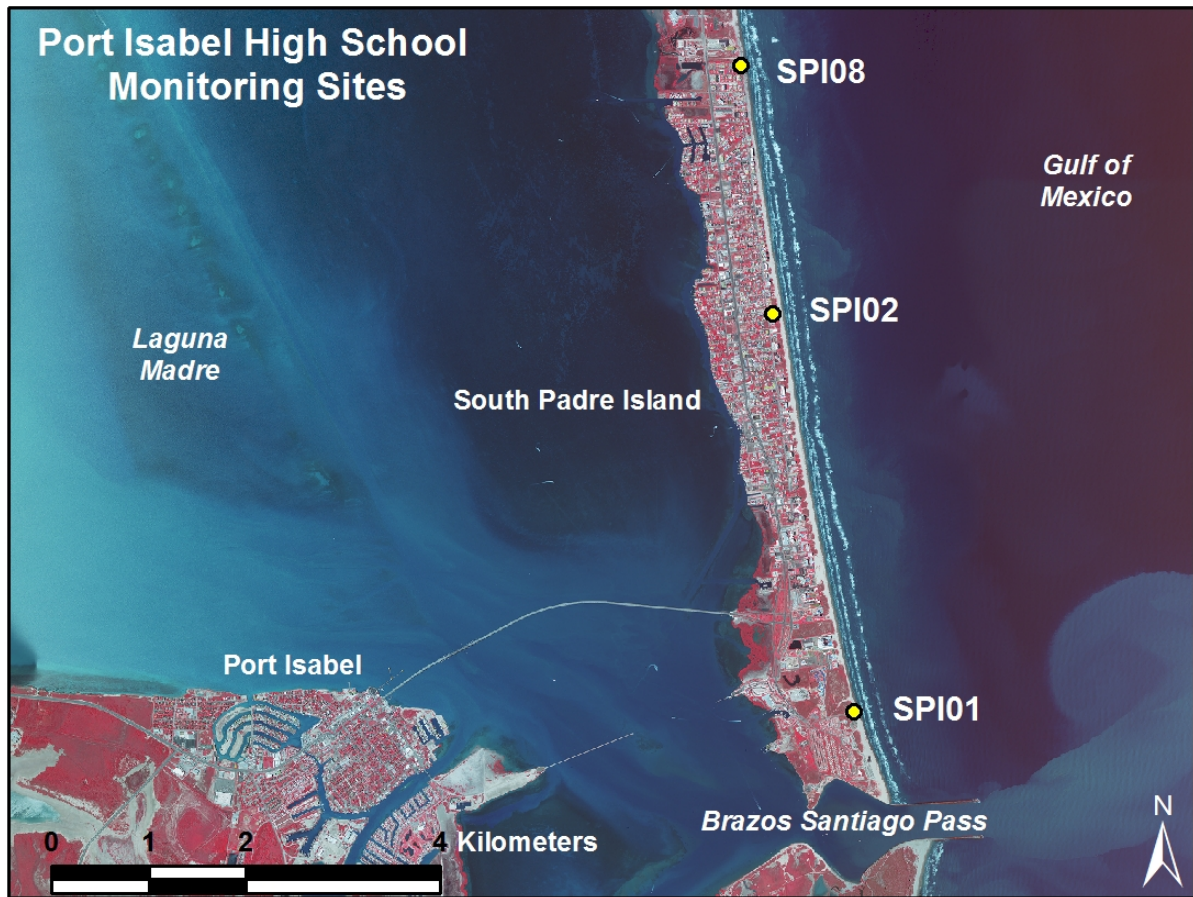


Figure 6. Location map of Port Isabel High School monitoring sites.

#### Matagorda Area Schools

Van Vleck Middle School students participated in field trips on September 27, 2013; January 31, 2014; and May 16, 2014. Ms. Keelen's class collected data at MAT01 (Fig. 7). Physics students from Palacios High School participated in field trips on September 26, 2013; January 23, 2014; and April 23, 2014. Mr. Morris's students collected data at MAT02 (Fig. 7). Tidehaven Middle School participated in field trips on September 28, 2013; February 8, 2014; and April 26, 2014. The students from Tidehaven collected data at MAT03 (Fig. 7). Tidehaven's September and April field trips were scheduled to coincide with the fall and spring Beach Clean-Up at Matagorda Bay Nature Park.

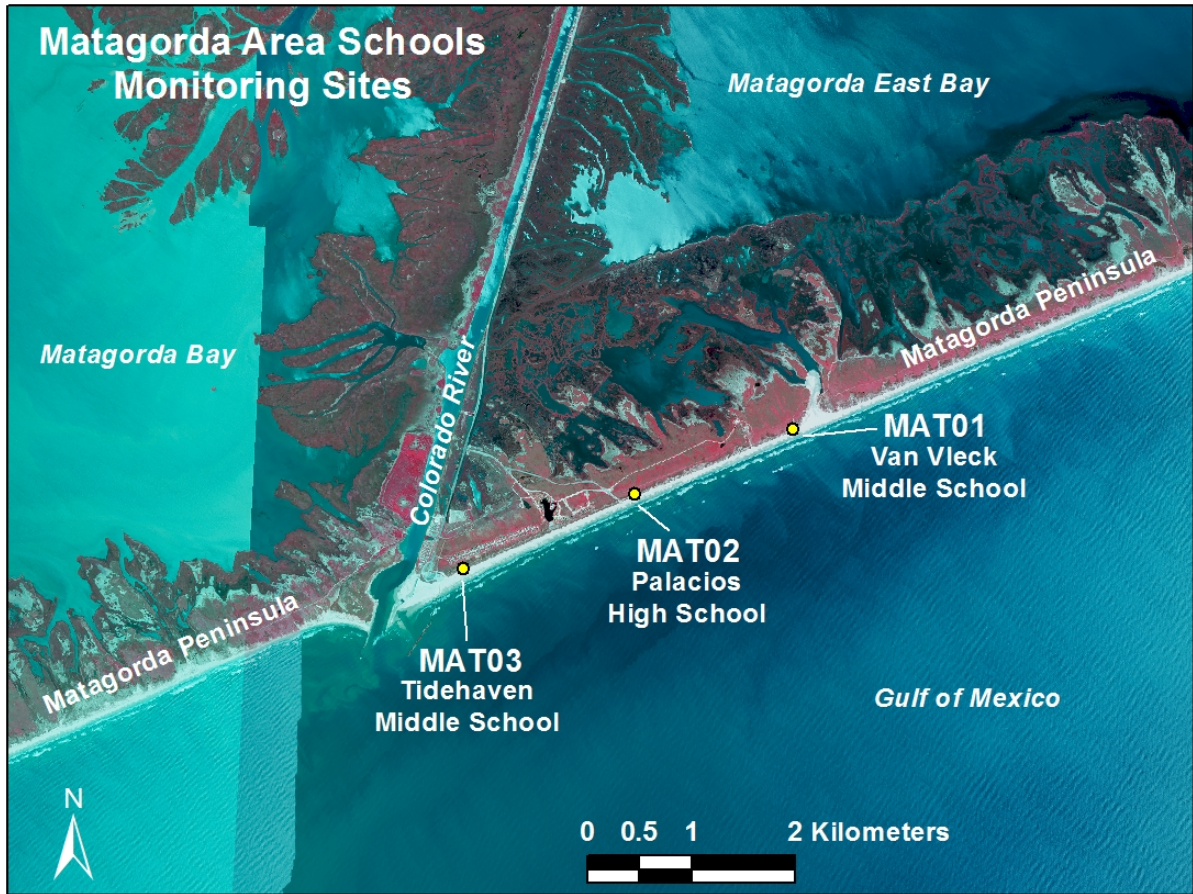


Figure 7. Location map of Matagorda area schools' monitoring sites.

### Cunningham Middle School

The Innovation Academy at Cunningham Middle School asked to join the program after participating in a workshop at TAMUCC in November 2008. The teachers at Cunningham Middle School expressed a desire to include all 8<sup>th</sup> grade students (~75 students) in the field trips. During the first few years participating in the program, the 8<sup>th</sup> grade class was divided into 3 groups of approximately 25 students each. A different group participated in each of the three field trips so that the entire class could be accommodated. The students were further split into two groups during the field trip. One group worked on the topographic profile while the second made wind, waves, and current observations. The groups then switched in order for every student to experience collecting all types of data. Trying to accommodate the entire grade in three field trips, however, proved to be a bit taxing for both the teachers and

the field-trip leaders. Including 25 or more students on each field trip simply became too many to keep engaged in the data-collection process. For the 2012–2013 academic year, therefore, 15 to 20 students participated in each field trip (a different group of students for each trip) during the year. The Bureau collaborates with graduate students and staff at TAMUCC to conduct field trips with Cunningham Middle School, owing to the number of students that participate in the program. Cunningham students participated in field trips on October 2, 2013; January 31, 2014; and April 25, 2014. They collected data at NPI08 on North Padre Island (Fig. 8).



Figure 8. Location map of Cunningham Middle School monitoring site.

## EFFECTS ON SCIENCE CURRICULUM

The THSCMP addresses several requirements of Texas Essential Knowledge and Skills (TEKS) for science, and the program was relevant in these 2013–2014 Texas high school courses: (1) Environmental Systems, (2) Aquatic Sciences, and (3) Geology, Meteorology, and Oceanography. The program also addresses several National Science Education Standards: (1) unifying concepts and processes in science, (2) science as inquiry, (3) physical science, (4) Earth and space science, (5) science and technology, and (6) science in personal and social perspectives.

TEKS and Standards related to applying scientific methods in field and laboratory investigations in these courses are well covered in the coastal monitoring program. Specific requirements, such as (1) collecting data and making measurements with precision, (2) analyzing data using mathematical methods, (3) evaluating data and identifying trends, and (4) planning and implementing investigative procedures, are an excellent fit with the program. TEKS and Standards requiring students to use critical thinking and scientific problem solving to make informed decisions are also well served. Teachers and scientists can use the program to illustrate to students the role science could, should, or does play in developing public policy. A case study of a local erosion problem could be used to illustrate.

## EFFECTS ON SCIENTIFIC RESEARCH, COASTAL MANAGEMENT, AND PUBLIC AWARENESS

During the 2013–2014 academic year, Ball High School students measured a profile location in Galveston Island State Park (BEG02, Fig. 4). Ball High School students had measured this same location in previous years, and the Bureau had conducted quarterly surveys at these locations from 1983 through 1985 after Hurricane Alicia. Since 1985, however, the beaches had been surveyed on an irregular schedule, about once a year, and only when specific projects were funded to do so or when Bureau personnel were in the area conducting other work. The THSCMP helps ensure that time series at these key locations are continued. The Galveston Island

State Park profile has increased in importance because it served as a control site for comparing profiles measured in front of geotextile-tube projects along the Pirates Beach subdivision to the northeast of the park. Results of a study utilizing data collected by Ball High School students were published in *Shore & Beach*, the journal of the American Shore & Beach Preservation Association. The data have increased scientific understanding of recovery of beaches and dunes following storms (Hurricane Alicia, Tropical Storm Frances, Hurricane Claudette, Hurricane Rita, Hurricane Ike) that have impacted the area.

Palacios, Port Aransas, and Port Isabel High Schools and Cunningham, Van Vleck, and Tidehaven Middle Schools continued the beach-profile time series at their established locations. Profile and process data that the students collected have been incorporated into the beach-profile database at the Bureau, and scientists are using these data to investigate beach-erosion patterns.

In support of coastal management issues, data collected by the students are clearly useful in explaining beach cycles and defining short-term versus long-term trends. Defining these trends is important in decision making regarding coastal development and beach nourishment. The program has also increased public awareness through the students. Given the number of inquiries from people wishing to enter their school or group in THSCMP, the program seems to be reaching the public. Television reports, presentations at conferences, and newspaper articles have also helped. The website will continue to be instrumental in extending the reach of the program and increasing public awareness of coastal processes.

We emphasize to the students that they are collecting critical scientific data that will help scientists address coastal issues affecting their community. All data collected by THSCMP are integrated into past and ongoing coastal research programs at the Bureau. THSCMP-collected data played a large role in two important Bureau studies. First, Galveston Island State Park served as a control site in a study looking at the effects of geotextile tubes. Most recently, data collected by THSCMP students

were invaluable in verifying shoreline position for an update of Texas' long-term shoreline-change rates, which are widely used by public officials, corporations, and private citizens.

BEG02, one of the Ball High monitoring sites, has been used by Bureau scientists in a study on the effects of geotextile tubes that have been installed along the upper Texas coast. BEG02, located in Galveston Island State Park, is adjacent to a subdivision where these erosion-control devices have been installed. One of the observations made during this study involved beach width (distance from the vegetation line or base of dune to the waterline) in front of the geotextile tubes versus a natural beach area, Galveston Island State Park. Beach width in the natural beach area was wider, owing to the lack of restriction caused by placement of the geotextile tubes (Gibeaut and others, 2003) (Fig. 9).

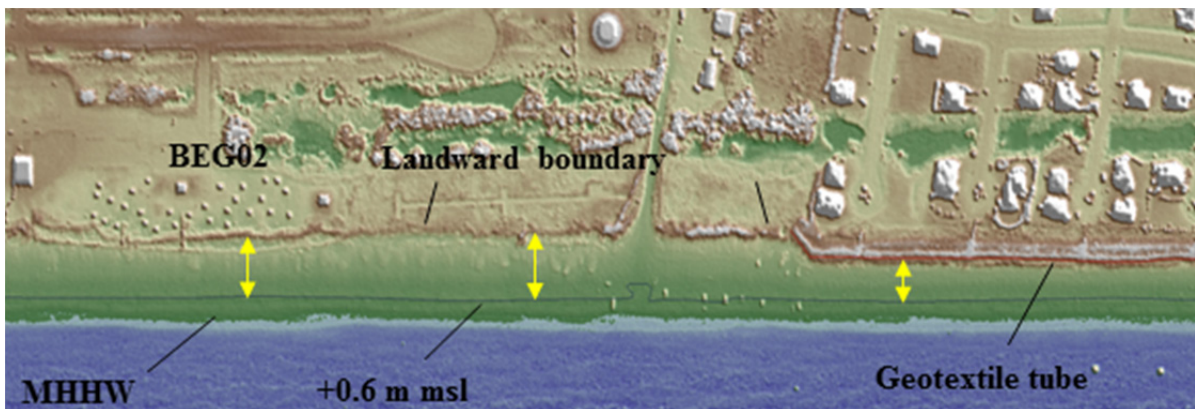


Figure 9. Lidar topographic-relief image of Galveston Island State Park and Pirates Beach subdivision. Note the difference in beach width between the natural beach and the area in front of the subdivision. From Gibeaut and others (2003).

A recent Bureau project updated long-term rates of shoreline change along the entire Texas coast on the basis of mapping of the shoreline position on 2007 aerial photography. Beach profiles and GPS-mapped shorelines (wet beach/dry beach boundary) collected by THSCMP students were used to confirm the shoreline position digitized on the 2007 aerial photography. The student-collected data proved invaluable in validating interpretation of the shoreline position on Galveston Island, Follets Island, Matagorda Peninsula, Mustang Island, and South Padre Island. The georeferencing of the 2007 photographs and interpretation of the position of the wet



beach/dry beach boundary were checked by superimposing GPS-based beach profiles and wet beach/dry beach boundary data acquired in 2007 by THSCMP and the photo-interpreted 2007 wet beach/dry beach boundary to be used for change-rate calculations (Paine and others, 2011). At Galveston Island State Park (Fig. 10), GPS-based wet beach/dry beach boundary mapped on September 20, 2007, at BEG02 lies generally a few feet landward of the same boundary mapped on a 2007 aerial photograph acquired 3 days earlier (September 17, 2007).

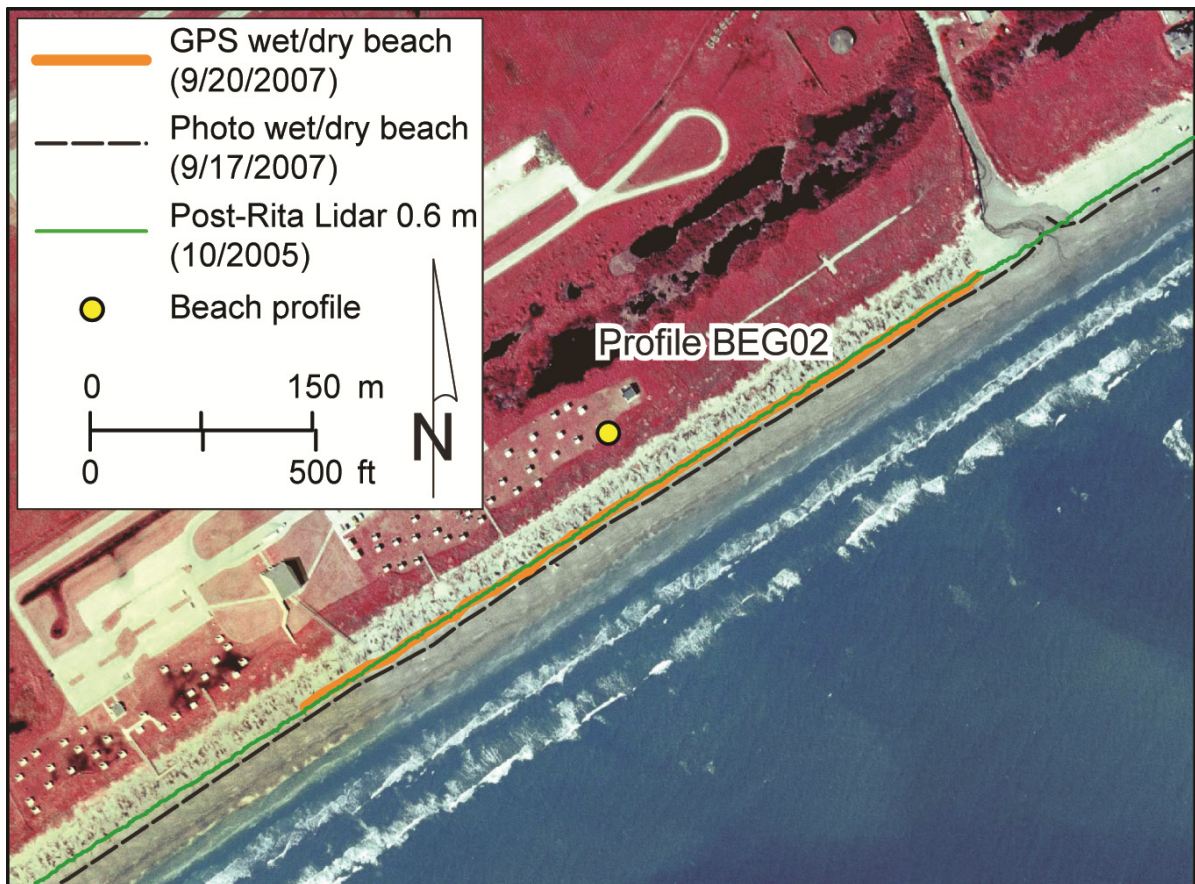


Figure 10. Shoreline position comparison at Galveston Island State Park site BEG02. Shorelines include the 2007 wet beach/dry beach boundary mapped on aerial photographs taken September 17, 2007; the wet beach/dry beach boundary mapped on September 20, 2007, by THSCMP students and staff using ground GPS; and the 0.6-m msl shoreline proxy extracted from airborne lidar data acquired after Hurricane Rita in October 2005. From Paine and others (2011).

The Texas High School Coastal Monitoring Program was presented twice during the academic year. Ms. Caudle presented a talk about the scientific impacts of the Program at the American Shore and Beach Preservation Association National Coastal Conference on October 24, 2013, in South Padre Island, Texas. Port Isabel High School students presented the Program to approximately 150 eighth graders (split into 4 groups) at the Winter Outdoor Wildlife Expo (WOWE) Friday, January 24, 2014, at the South Padre Island Convention Center. One student gave an overview of the Program to the entire group (fig. 11A). The 8<sup>th</sup> graders were then split into small groups which rotated through 5 activity stations.

- Station A: demonstrated longshore currents using a blue tarp and oranges (fig. 11B)
- Station B: demonstrated topographic profile
- Station C: used poster and iPads to demonstrate different wave types
- Station D: measured wind speed
- Station E: conducted a GPS survey



Figure 11. Port Isabel students (A) presenting THSCMP at Winter Outdoor Wildlife Expo and (B) demonstrating longshore currents using a tarp and oranges.

## SCIENTIFIC RESULTS OF 1997–2014 STUDIES

The first goal of the Texas High School Coastal Monitoring Program is to provide high school students with an inquiry-based learning experience, which is achieved by involving students in a real-world research project. The student-collected beach data can be and have been used by researchers at the Bureau to help respond to several beach-related issues. Data are available to coastal managers and the public online at <http://www.beg.utexas.edu/coastal/thscmp/>.

Profile data are entered into BMAP (Beach Morphology and Analysis Package) in CEDAS (Coastal Engineering Design & Analysis System) Version 4.0. BMAP, originally developed by the U.S. Army Corp of Engineers, is commonly used by coastal engineers and scientists in beach-profile analysis. Beach-volume calculations are then made using BMAP, and shoreline and vegetation-line positions are determined from notes made by students and scientists while in the field collecting data. The shoreline is designated by the wet/dry line or a berm crest. Volume, shoreline, and vegetation-line plots for each monitoring site are found in Appendix B, and profile plots are in Appendix C.

Students from Ball High School have been collecting data for the coastal monitoring program since 1997. During this timeframe, Tropical Storm Frances (September 1998) played a major role in reshaping the beaches in Galveston County. Data collected by Ball High School students on Galveston Island have been used by scientists at the Bureau to track beach and dune recovery stages following Tropical Storm Frances. The storm caused significant damage to beaches along the southeast coast of Texas, comparable to damage caused by category-3 Hurricane Alicia in 1983 (Hepner and Gibeaut, 2004). Several other severe storms have impacted the study area. Tropical Storm Allison (June 2001), Tropical Storm Fay (September 2002), Hurricane Claudette (July 2003), and Hurricane Rita (September 2005) have each caused varying degrees of damage to beaches and dunes along the Texas coast (Fig. 12). Ball High School students provided important prestorm

beach topography data from their field trips during the 2004–2005 and 2007–2008 academic years.

Hurricane Rita made landfall at Sabine Pass on the Texas–Louisiana border at 7:30 UTC on September 24, 2005. Rita was a category 3 hurricane, with maximum sustained winds of about 105 knots. Overall, Rita did not cause the kind of episodic beach or dune erosion on Galveston or Follets Islands that Frances did in 1998. Figure 13 is a plot of pre- and post-storm beach profiles measured at Galveston Island State Park. The prestorm profile was measured by Ball High School science students, and the post-storm profile was measured by scientists from the Bureau. Rita flattened the profile and caused a small amount of overwash deposition, but positions of the vegetation line and shoreline were not greatly affected (Fig. 12) (Gibeaut, 2005).

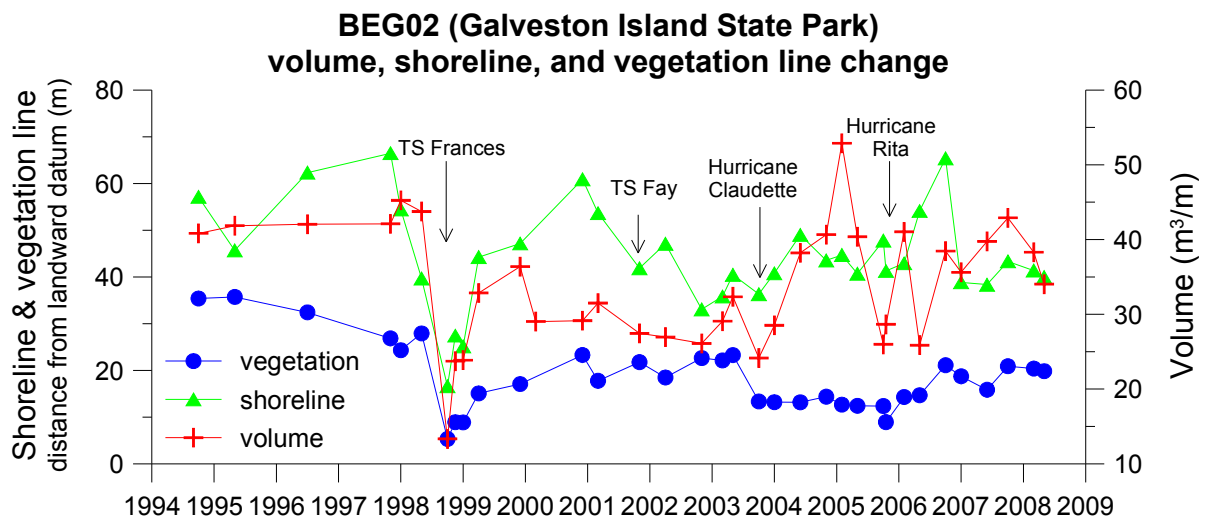


Figure 12. Profile volume, shoreline, and vegetation-line changes at Galveston Island State Park, September 1994–April 2008.

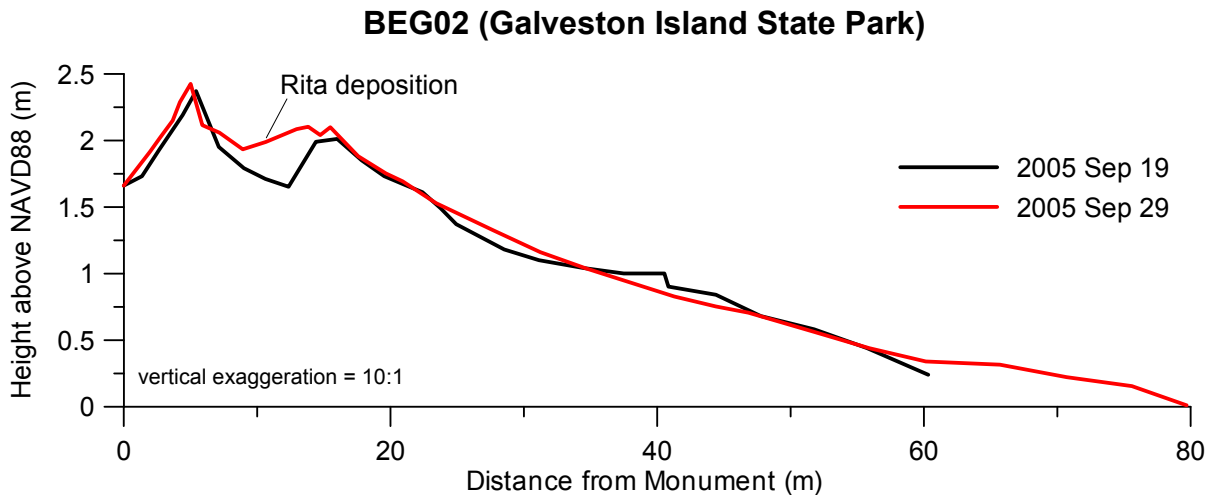


Figure 13. Plot of pre- and post-Rita beach profiles measured at Galveston Island State Park.

The 2008–2009 academic year was severely affected by the landfall of Hurricane Ike on Galveston Island September 13, 2008. Palacios, Port Aransas, Tidehaven, and Van Vleck school field trips were postponed because of school closings in preparation for the hurricane. Owing to the sheer size of the storm, impacts from this hurricane were seen along the entire Texas coast, despite Ike being only a category 2 storm at the time of landfall. Dune erosion was also documented at Matagorda Peninsula and Mustang Island (see Appendix C).

Galveston Island experienced significant beach and dune erosion, as well as extensive damage to property and infrastructure, because of Hurricane Ike. Ball High School students were unable to participate in the program during the 2008–2009 academic year owing to safety concerns about accessing their monitoring sites. Bureau and TAMUCC scientists visited Galveston Island in early October to conduct ground surveys—beach profiles, photography, and observations of beach and dune conditions—of the area impacted by the hurricane. Profile location BEG02 in Galveston Island State Park was visited during this reconnaissance trip, and it was found that the datum marker at BEG02 had been destroyed by the storm. GPS techniques were used to navigate to the horizontal location of the datum marker, which post-storm was on the open beach. The marker had been the corner of a concrete picnic pavilion landward of the foredunes. BEG02 was reset approximately

60 m landward of the old datum marker along the same azimuth line. The new marker (a buried metal pipe) is landward of a washover feature. A topographic profile was conducted at this time. GLO06, at the southwest corner of Galveston Island State Park, was also lost as a result of Hurricane Ike. GLO06 was reset approximately 60 m landward of the old datum marker along the same azimuth line. The new marker is landward of the foredunes and adjacent to a wetland feature.

Ball High School students from the 2007–2008 academic year provided extremely valuable prestorm profile data on February 8, 2008, and April 23, 2008. These data have been used to determine how much the beach and dunes changed after Hurricane Ike. Figure 14 is a profile plot at BEG02 comparing Ball High prestorm profiles (February and April 2008) with the post-Hurricane Ike profile measured on October 7, 2008. The post-Tropical Storm Frances profile from September 16, 1998, is also plotted for comparison. The dune system at Galveston Island State Park was completely destroyed, and the shoreline (wet–dry line) moved 53 m landward between April 23, 2008, and October 7, 2008 (Fig. 14). The vegetation line moved 56 m landward. The old datum point was 1.14 m above the current surface of the beach.

Ball High School students resumed monitoring beaches as part of the THSCMP at the start of the 2009 academic year. Students measured beach profiles at two sites within Galveston Island State Park. At both BEG02 (Fig. 15) and GLO06, beaches and dunes had continued to recover post-Hurricane Ike. Between September 2009 and January 2010, the foredunes at BEG02 had begun to grow. Whether growth of the foredune is due to natural recovery processes or human intervention is unclear.

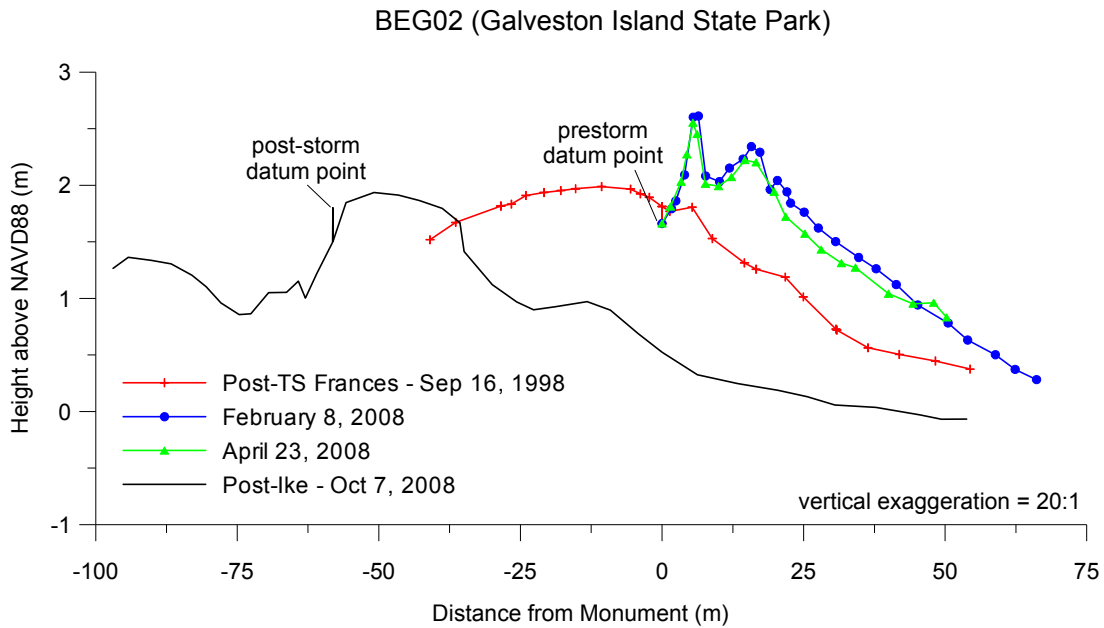


Figure 14. Beach-profile plots from BEG02 in Galveston Island State Park comparing the post-Hurricane Ike profile with two prestorm profiles from early 2008 and the post-Tropical Storm Frances profile from September 1998. The old datum point is 0.

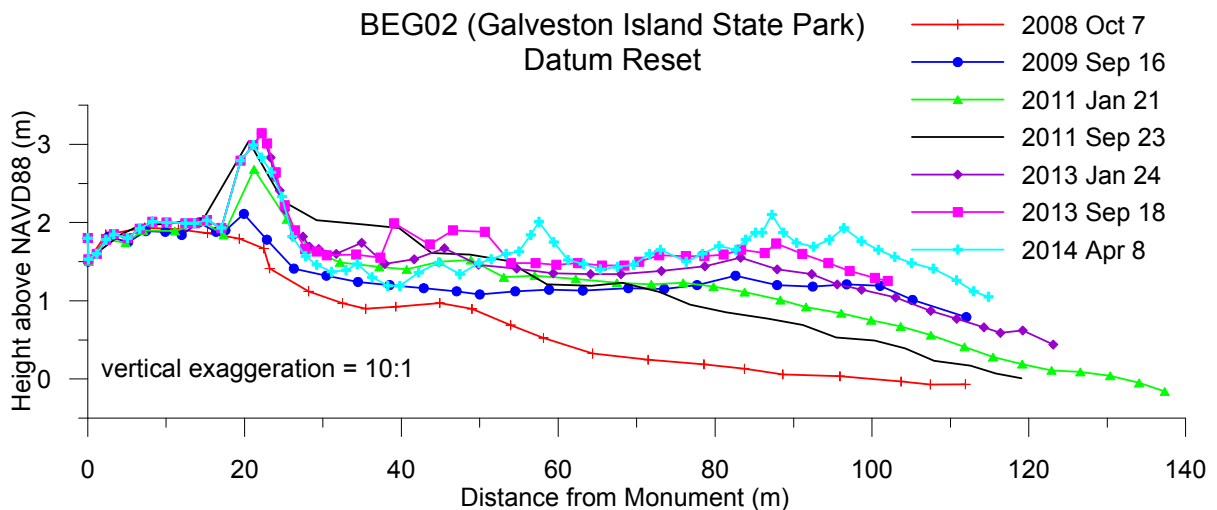


Figure 15. BEG02 datum reset post-storm profile plus data collected by Ball High School students. Students are monitoring recovery of the beaches and dunes at this site.

Port Aransas and Port Isabel High Schools have been collecting beach-profile data and coastal-process observations since 1999. Although neither Mustang Island nor South Padre Island have experienced the type of dramatic shoreline change due to major storms that Galveston Island has, the information gained from the students'

work has been beneficial to Bureau researchers' understanding of the dynamics of the Texas coast.

Brazos Santiago Pass, the southern border of South Padre Island, is dredged biannually. The pass serves as the southern Gulf of Mexico access to the Gulf Intracoastal Waterway and the Port of Brownsville. Dredged material is placed on beaches of South Padre Island, and the three sites monitored by Port Isabel High School students are within the nourishment areas. The SPI02 monitoring site has also been used by students and scientists to monitor the growth of dunes. When SPI02 was established in August 2000, there were no dunes between the seawall and the waterline at this location. Since that time, sand fences have been installed and vegetation has been planted. Profile data have been quantifying the effects of these actions (Fig. 16). Whereas the vegetation line has remained in a similar position throughout the study period, beach volume at this location has been increasing owing to a slowly accreting shoreline and entrapment of sand in the dune area. Hurricane Dolly made landfall on South Padre Island near Port Mansfield on July 23, 2008. Impacts to beaches and dunes in the Port Isabel students' study area were not measured because of the arrival of Hurricane Ike before their first field trip. The storm surge associated with Hurricane Ike deposited sand in the dune area at SPI02 and covered the vegetation, essentially flattening the profile. Although shoreline position and beach volume appear steady at this site, the vegetation line moved seaward during the 2012–2013 academic year. A large push-up dune, seaward of the vegetation line, has been created by beach maintenance practices (beach scraping to remove seaweed). This accounts for the increase in beach volume at SPI02 (fig. 16) and the change in the beach profile shape (Appendix C). If there are no major storms to cause dune erosion, vegetation should grow on the push-up dune.

Starting in the 2007–2008 academic year, students at Port Isabel High School began gathering data at an additional monitoring site at a chronically eroding location in front of the Tiki Condominiums near the north end of the city, SPI08 (Fig. 6). This



site has a narrow beach backed by a seawall (see Appendix B for profile plots) that periodically receives nourishment sand from road maintenance north of the City of South Padre Island. During the May 14, 2010, field trip, Port Isabel students and UT scientists observed that sand fencing had been installed and vegetation planted adjacent to the seawall. When the students returned to the site on September 28, 2010, the sand fence had been removed, and there was no trace of vegetation in front of the seawall. The narrow beach at this site appeared to be unable to support dune formation.

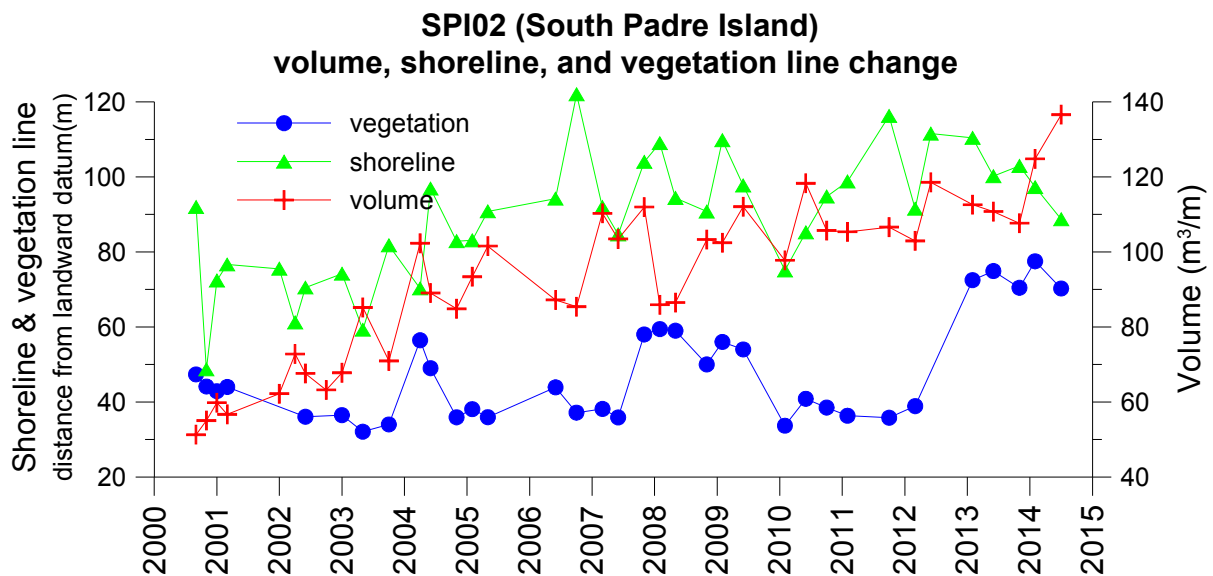


Figure 16. Changes at SPI02 on South Padre Island due to beach-nourishment projects and the installation of sand fences.

A larger beach-nourishment project using sand dredged from Brazos Santiago Pass was completed on South Padre Island in early 2011. The width of the beach and volume of sand significantly increased at the SPI08 location, although there are still no dunes or vegetation in front of the seawall (Fig. 17). On the May 13, 2011, field trip, students observed that a 0.5-m scarp had formed at the shoreline. Port Isabel students continued to monitor this site during the 2011–2012 academic year to determine whether the nourished beach would reach equilibrium. The shoreline position has returned to the prenourishment position. After an initial, significant decrease in beach volume (to prenourishment levels), volume on the backbeach has increased steadily owing to installation of sand fences. As of May 2013, the sand

fences remained in place, serving to trap sand in front of the seawall at this site, and vegetation has been planted on the incipient dunes. On the final field trip of the 2013–2014 academic year a large push-up dune was present seaward of the vegetation line. Port Isabel students will continue to monitor this rapidly changing and chronically eroding location.

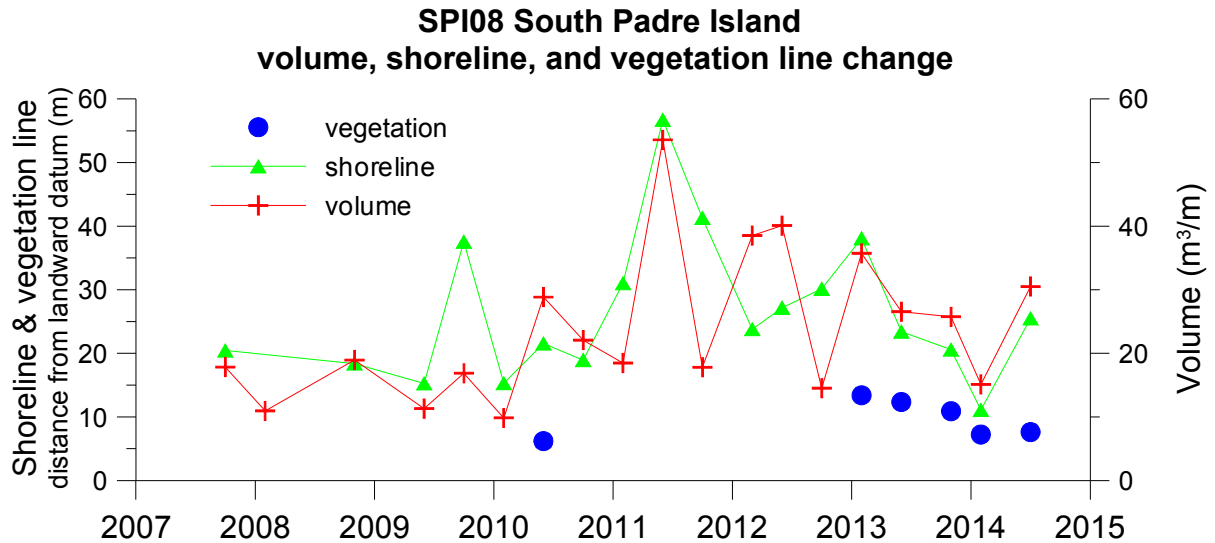


Figure 17. Volume and shoreline changes at SPI08 on South Padre Island due to beach-nourishment projects and the installation of sand fences.

The beach-monitoring activities of Port Aransas High School students have also provided beneficial information regarding the beach and dune system on Mustang Island. The dune system on Mustang is healthy, with tall (>3 m), wide foredunes along most of the island. The only breaks in the foredune system are at beach-access points and washover features. On Mustang Island, beaches are regularly scraped to remove seaweed from the forebeach. The sand and seaweed removed from the berm and forebeach are regularly placed at the seaward base of the foredunes. Since the beginning of the coastal monitoring program, Port Aransas students have been monitoring the growth of the foredune system at their profiling sites. Figure 18 is an example of expansion of the foredune at MUI01 near Horace Caldwell Pier in Port Aransas. Note that the width of the dune increased between 2001 and early 2012, although the shoreline remained in a relatively stable position. When students arrived to collect profile data in October 2012, a large part of the

dune face had been excavated (Figs. 18, 19). We are unsure why sand had been removed from the foredune but believe it was for beach maintenance purposes. Port Aransas students documented that sand was replaced in foredune by May 2013 and the vegetation line has been re-established at the toe of the dune.

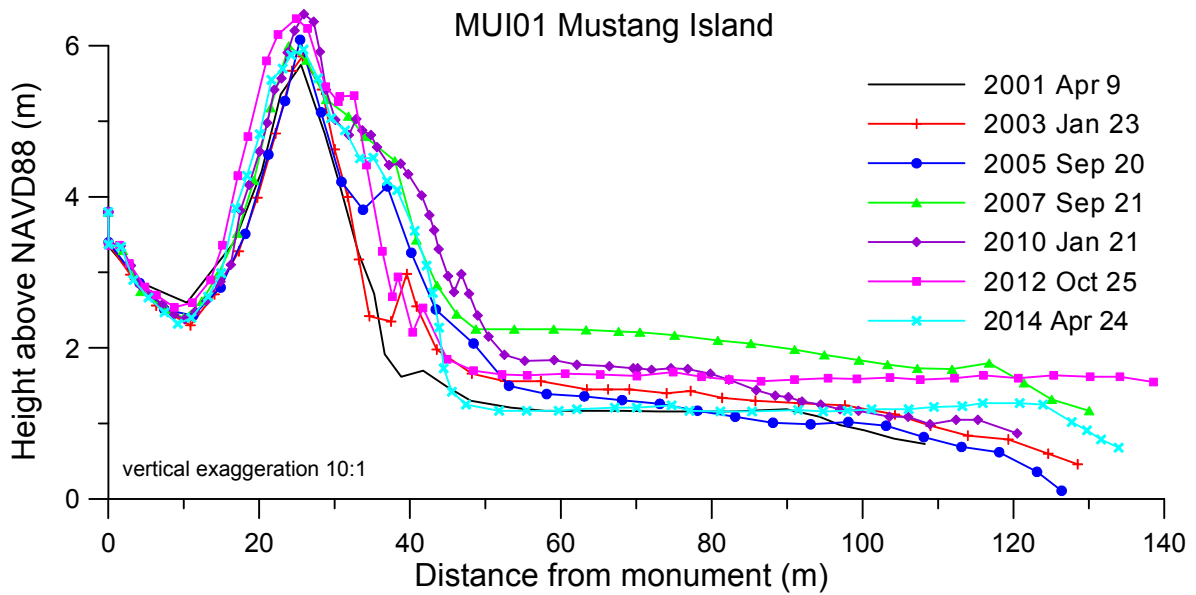


Figure 18. Foredune expansion at MUI01 on Mustang Island.

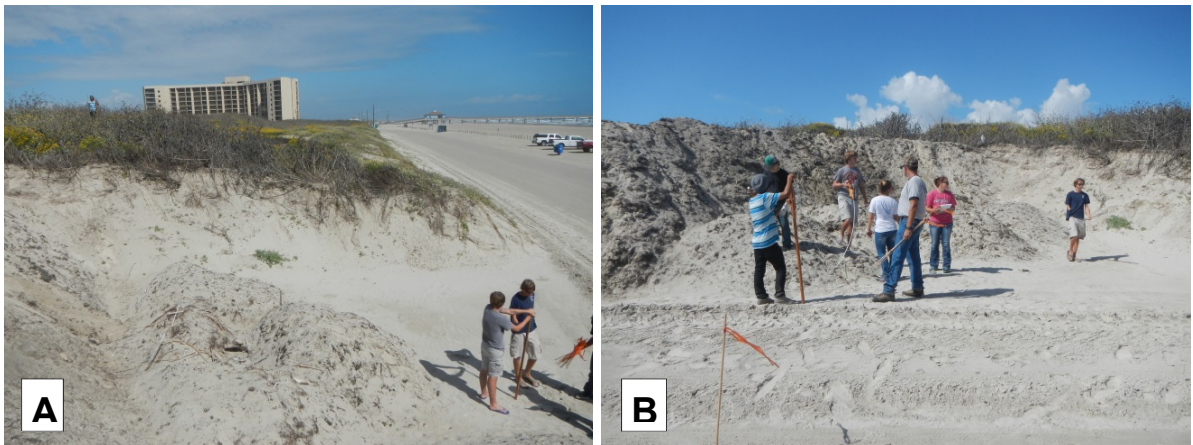


Figure 19. Excavated dune at MUI01 on Mustang Island looking (A) north toward Horace Caldwell Pier and (B) landward.

Palacios, Van Vleck, and Tidehaven students have continued their beach measurements at Matagorda Bay Nature Park. The park has two special circumstances that make this monitoring especially informative and important.

Monitoring sites have been established on the up-drift side of the jetty at the mouth of the Colorado River and at sites that allow students to compare (1) a beach/dune system where vehicular traffic on the beach will be strictly prohibited (MAT03) with (2) an adjacent area where vehicular traffic will continue to be permitted (MAT01 and MAT02). Impacts of coastal structures (jetties) are critical to coastal management, and impacts of vehicles on Texas' beaches are not well documented. Vehicular traffic was permitted on the pedestrian beach at the Nature Park until 2007. There is now a call to reopen this section of beach to vehicular traffic because of a perceived lack of use by pedestrian-only beachgoers. Data collected between 2005 and 2007 will serve as a baseline for the study on vehicular impact on beaches if the beach remains closed to vehicles. Because it is still too early in the study to compare the beaches, in the interest of scientific study, we hope that the beach remains a pedestrian beach. Also during the 2009–2010 academic year, the U.S. Army Corps of Engineers began constructing a new north jetty at the mouth of the Colorado River. GPS-mapped shorelines from September 2006 and September 2012 show a 70-m seaward movement of shoreline position at MAT03 immediately north of the new jetty (Fig. 20). Student data at MAT03 will be used to continue monitoring the effects of the jetty on east Matagorda Peninsula.

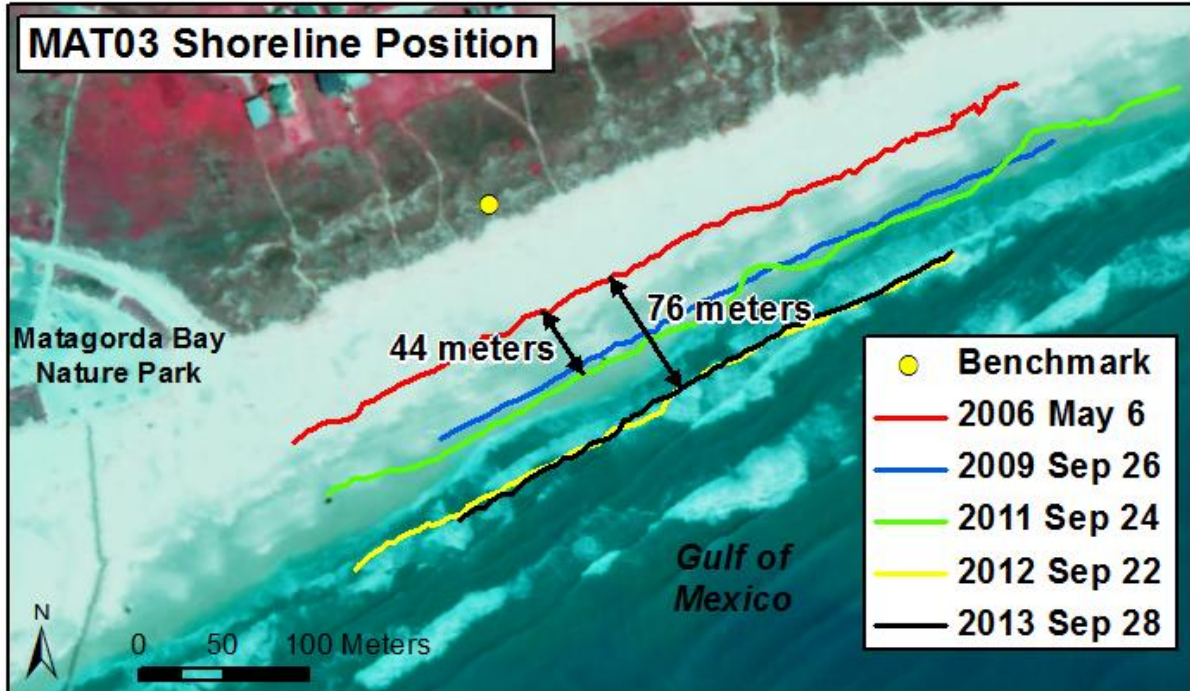


Figure 20. Shoreline position change at Matagorda Peninsula.

Cunningham Middle School students have already witnessed a remarkable change in their profile location after 5 years of monitoring. When the program began in 2009, a new profile marker was established along the profile azimuth directly behind the foredune so as to shorten the profile for the middle school students. Owing to the sparse vegetation on the foredune, sand is constantly being rearranged by prevailing winds. Sand has been moved from the top of the foredune down the back slope of the dune so that now the landward toe of the dune has buried the new datum pipe. In addition, the continuous line of vegetation is gradually moving landward. This new North Padre Island site has added a highly dynamic foredune location to the THSCMP system that will be interesting to monitor and to compare with the well-vegetated foredunes to the north on Mustang Island.

Future measurements by all schools involved in THSCMP will show not only change through time at each location, but also spatial variation along the Texas coast. Through time, data collected from Galveston Island, Matagorda Peninsula, Mustang Island, North Padre Island, and South Padre Island will help scientists better

understand the relationship between coastal processes, beach morphology, and shoreline change at these locations.

## CONCLUSIONS

The Texas High School Coastal Monitoring Program provides high school students with a real-world learning experience outside the everyday classroom. The program not only provides hands-on education, but it also complies with many TEKS requirements. The 2013–2014 academic year was productive, with Ball, Palacios, Port Aransas, and Port Isabel High Schools and Cunningham, Tidehaven, and Van Vleck Middle Schools collecting data on several field trips.

In the 16 years since the inception of the Texas High School Coastal Monitoring Program, work by students at Ball, Palacios, Port Aransas, and Port Isabel High Schools and Cunningham, Tidehaven, and Van Vleck Middle Schools has been beneficial to Bureau researchers and coastal managers in several Bureau research projects. Availability of data through the program's website allows access to coastal managers and the public. Scientists, students, and the public will continue to gain a better understanding of coastal processes and shoreline change along the Texas coast through this successful student research program.

## ACKNOWLEDGMENTS

This project was supported by grant number 13-042-000-6909 from the General Land Office of Texas to the Bureau of Economic Geology, The University of Texas at Austin. Tiffany Caudle served as the principal investigator. The project was funded under a Coastal Management Program (Cycle 17) grant made available to the State of Texas by the U.S. Department of Commerce, National Oceanic and Atmospheric Administration, pursuant to the Federal Coastal Zone Management Act of 1972, NOAA Award Number NA12NOS4190021. Additional funds to support the project were from the Trull Foundation, Schlumberger, and The Jackson School of

Geosciences. Field trip support was provided by staff at Matagorda Bay Nature Park, Lower Colorado River Authority and Coastal and Marine Geospatial Lab, Harte Research Institute, Texas A&M University Corpus Christi.

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## APPENDIX A: PROFILE INFORMATION

All profile coordinates are in NAD83. Heights above the GRS80 Ellipsoid were converted to North American Vertical Datum 88 (NAVD88) using the Geoid99 Ellipsoid Model.

<b>Profile</b>	<b>Latitude (deg min)</b>	<b>Longitude (deg min)</b>	<b>Easting (m)</b>	<b>Northing (m)</b>	<b>HAE (m)</b>	<b>NAVD88 (m)</b>	<b>Azimuth (M)</b>
<b>BEG02</b>	29 11.64	94 57.09	310255.20	3231059.16	-24.75	1.66	139
<b>BEG02R<sup>1</sup></b>	29 11.67	94 57.11	310228.82	3231110.58	-24.61	1.80	139
<b>BEG08<sup>2</sup></b>	29 3.22	95 8.90	290838.52	3215830.51	-24.21	2.09	145
<b>GLO06</b>	29 11.12	94 58.05	308696.85	3230117.35	-24.32	2.08	138
<b>MAT01</b>	28 36.67	95 56.55	212269.73	3168453.74	-22.77	3.69	148
<b>MAT02</b>	28 36.31	95 57.47	210751.39	3167825.80	-23.25	3.22	148
<b>MAT03</b>	28 35.91	95 58.48	309090.26	3167112.23	-21.81	4.68	148
<b>MUI01</b>	27 49.53	97 03.40	691396.24	3079393.46	-22.29	3.79	123
<b>MUI02</b>	27 40.42	97 10.19	680502.58	3062387.97	-24.22	1.61	120
<b>MUI03</b>	27 47.66	97 05.08	688697.42	3075882.39	-22.24	3.79	125
<b>NPI08</b>	27 35.86	97 12.78	676359.73	3053901.89	-23.32	2.35	110
<b>NPI08R<sup>3</sup></b>	27 35.85	97 12.77	676381.84	3053893.52	-22.70	2.97	110
<b>SPI01</b>	26 4.57	97 9.46	684274.71	2885422.83	-18.48	2.75	70
<b>SPI02</b>	26 6.79	97 9.93	683438.99	2889509.24	-18.11	3.19	78
<b>SPI08</b>	26 8.17	97 10.10	683116.29	2892056.38	-18.32	3.01	75

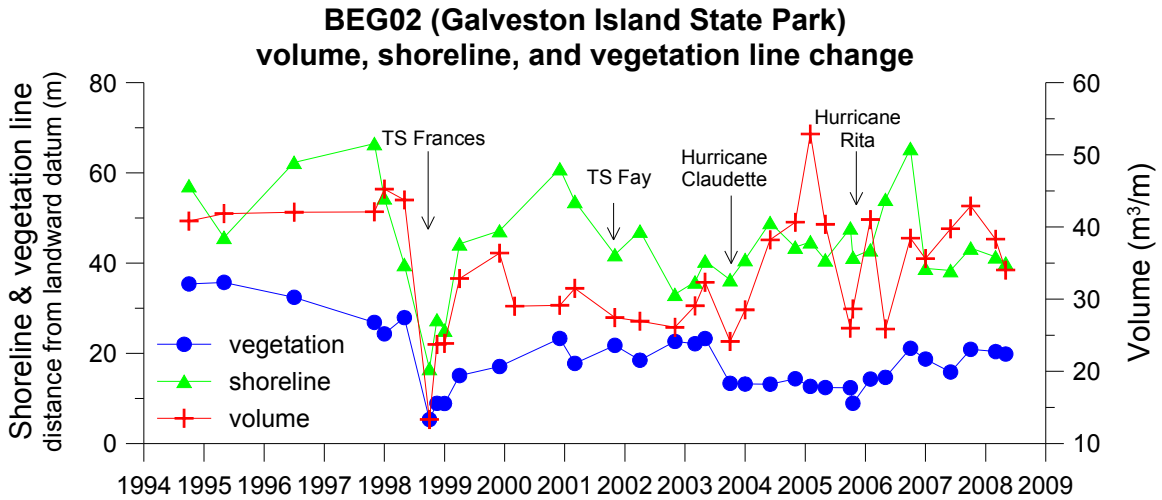
<sup>1</sup>BEG02 reset in October 2008 after Hurricane Ike.

<sup>2</sup>BEG08 cannot be monitored by Ball High School students post-Hurricane Ike. The original datum was lost in the storm. The reset mark is landward of the Bluewater Highway and therefore too dangerous for students to monitor.

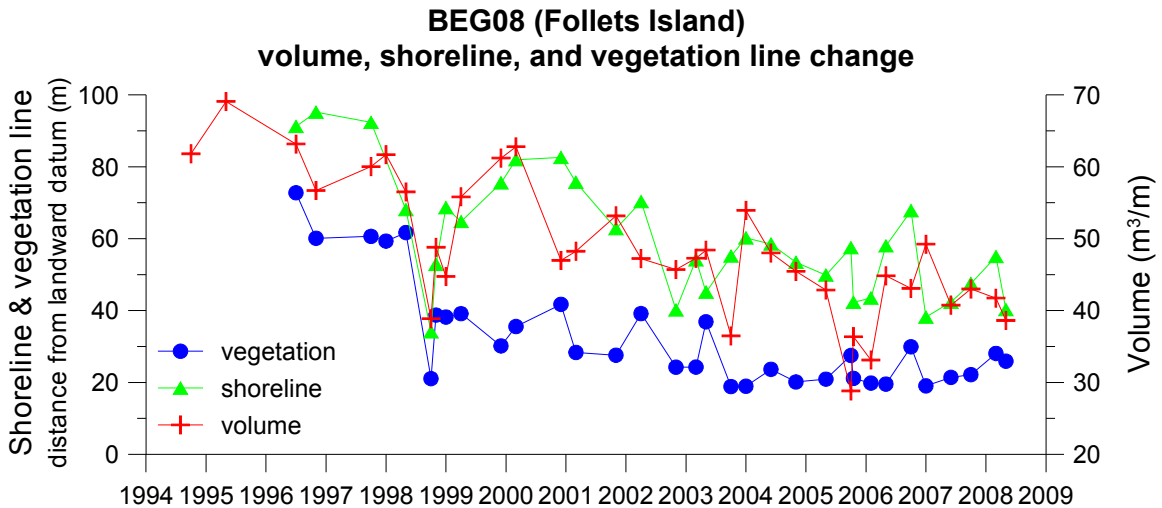
<sup>3</sup>NPI08 reset closer to foredune in April 2009 for easier access by Cunningham Middle School students. New datum marker was buried by landward toe of dune between March and May 2010. Students have used the original marker since the May 2010 survey.

APPENDIX B: GRAPHS OF VOLUME, SHORELINE, AND VEGETATION-LINE CHANGE

BEG02 volumes were calculated from datum to 0.75 m below datum. Profiles that did not extend to -0.75 m were extrapolated.

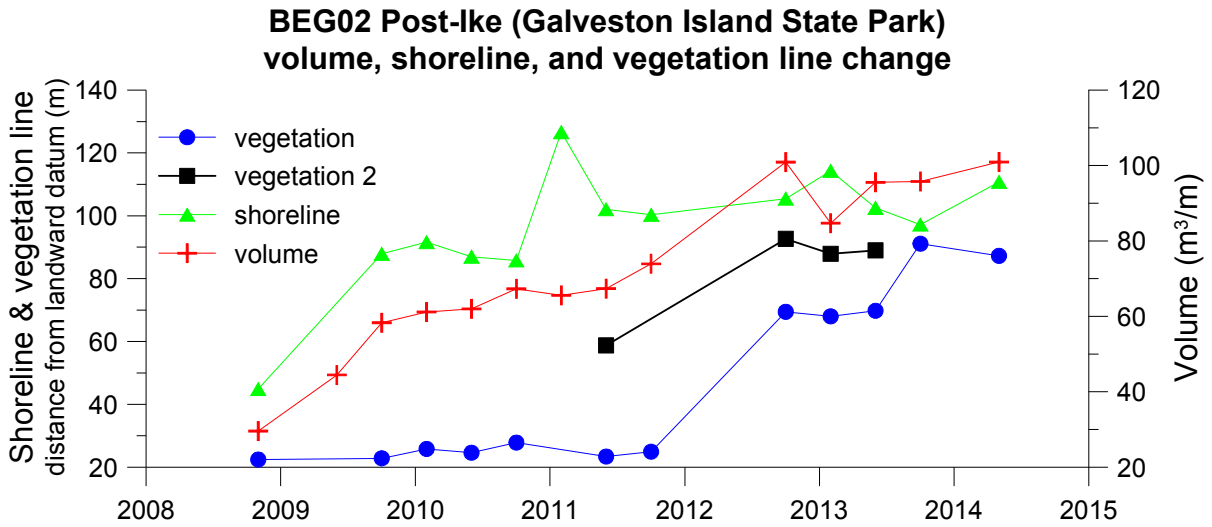


BEG08 volumes were calculated from datum to 1 m below datum. Profiles that did not extend to -1 m were extrapolated.

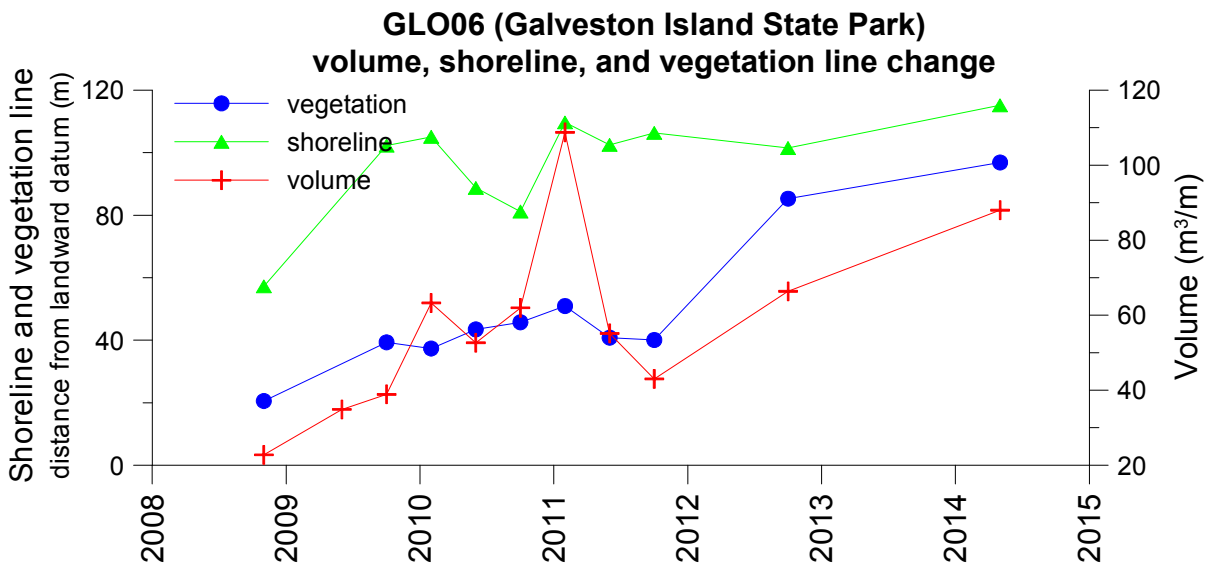


BEG02 and BEG08 have data from 1994 through the spring of 2008. Ball High School did not participate in the program because of Hurricane Ike's impact on Galveston Island.

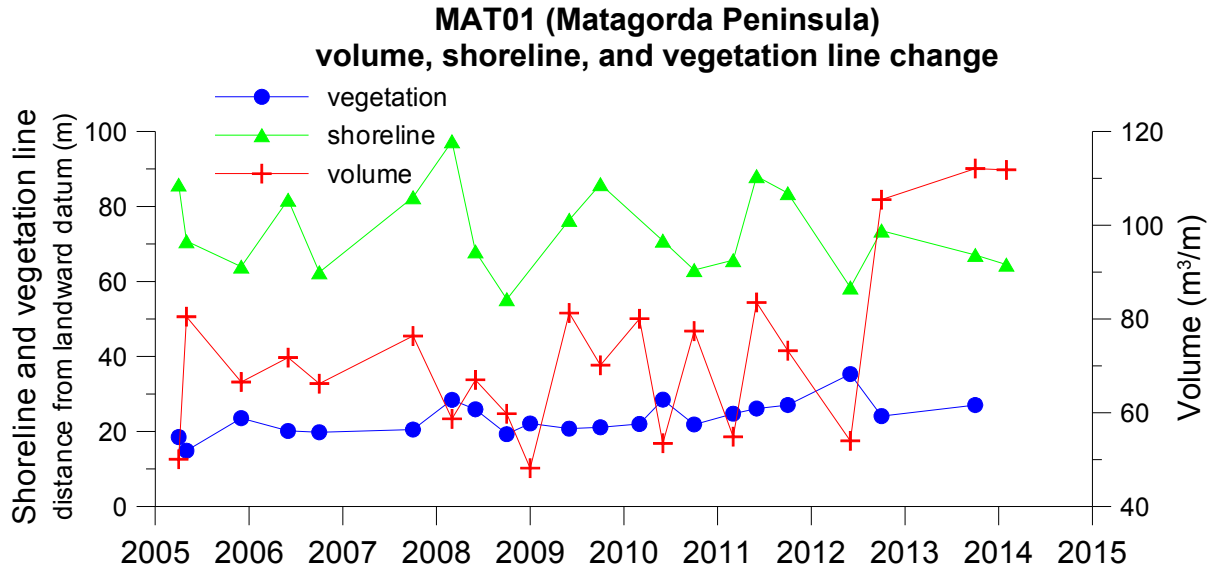
BEG02R volumes were calculated from datum to 1 m below datum. Profiles that did not extend to -1 m were extrapolated.



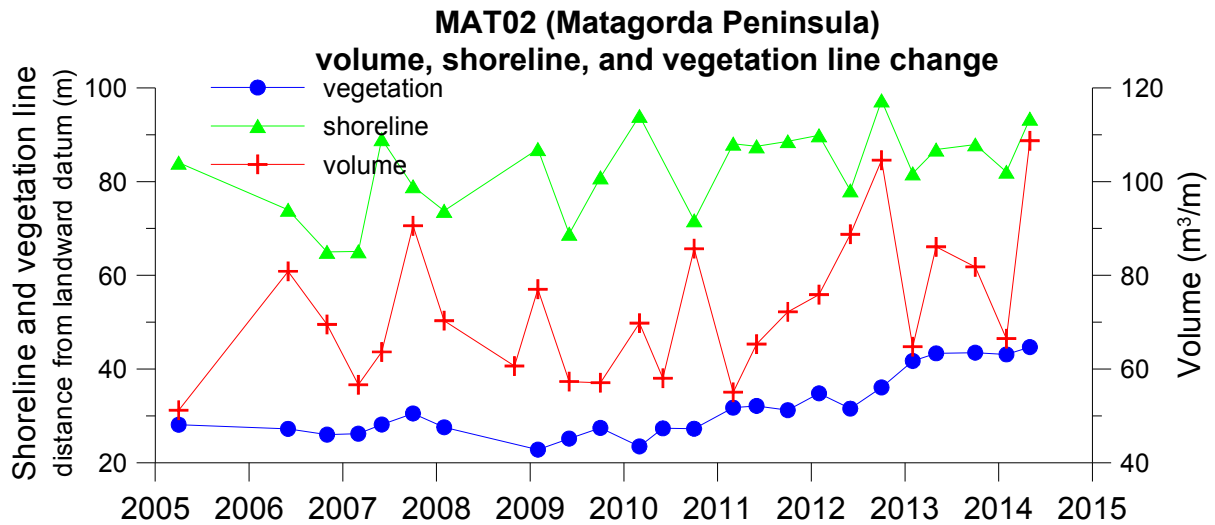
GLO06 volumes were calculated from datum to 1 m below datum. Profiles that did not extend to -1 m were extrapolated.



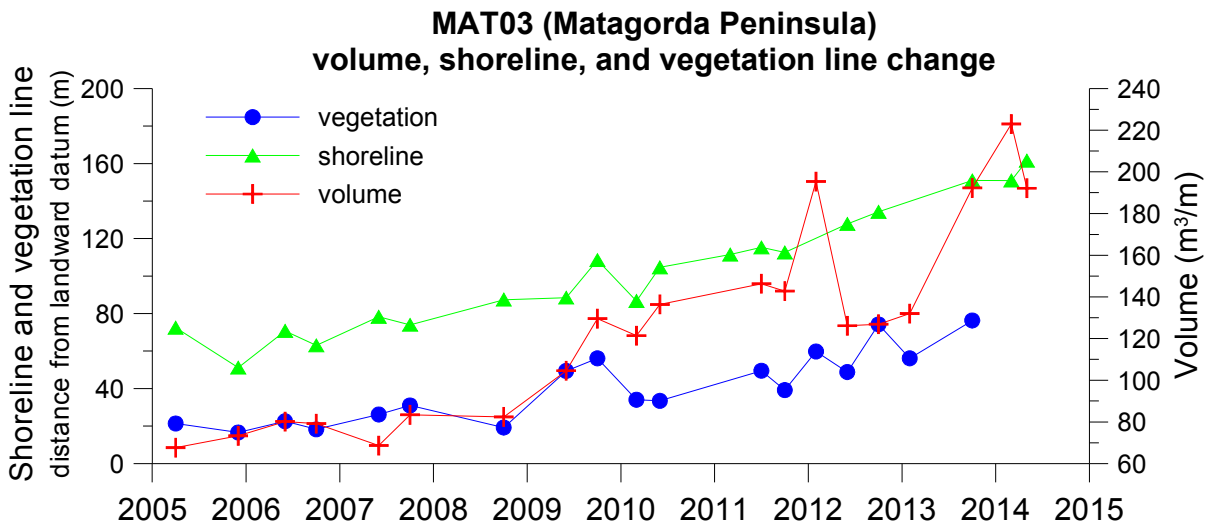
MAT01 volumes were calculated from datum to 2.5 m below datum. Profiles that did not extend to -2.5 m were extrapolated.



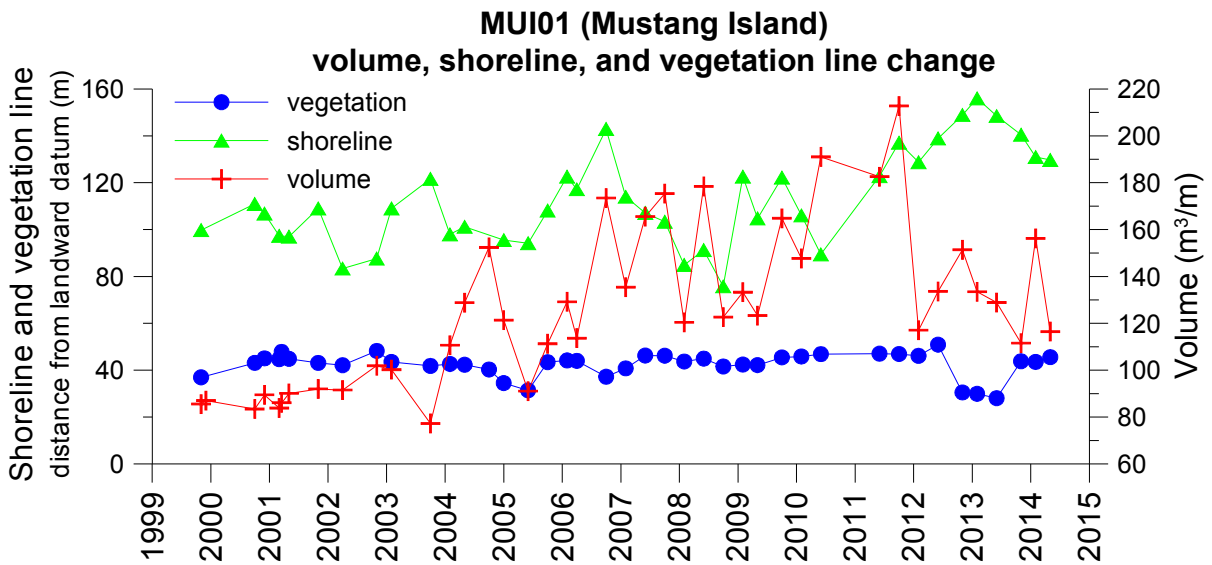
MAT02 volumes were calculated from datum to 2 m below datum. Profiles that did not extend to -2 m were extrapolated.



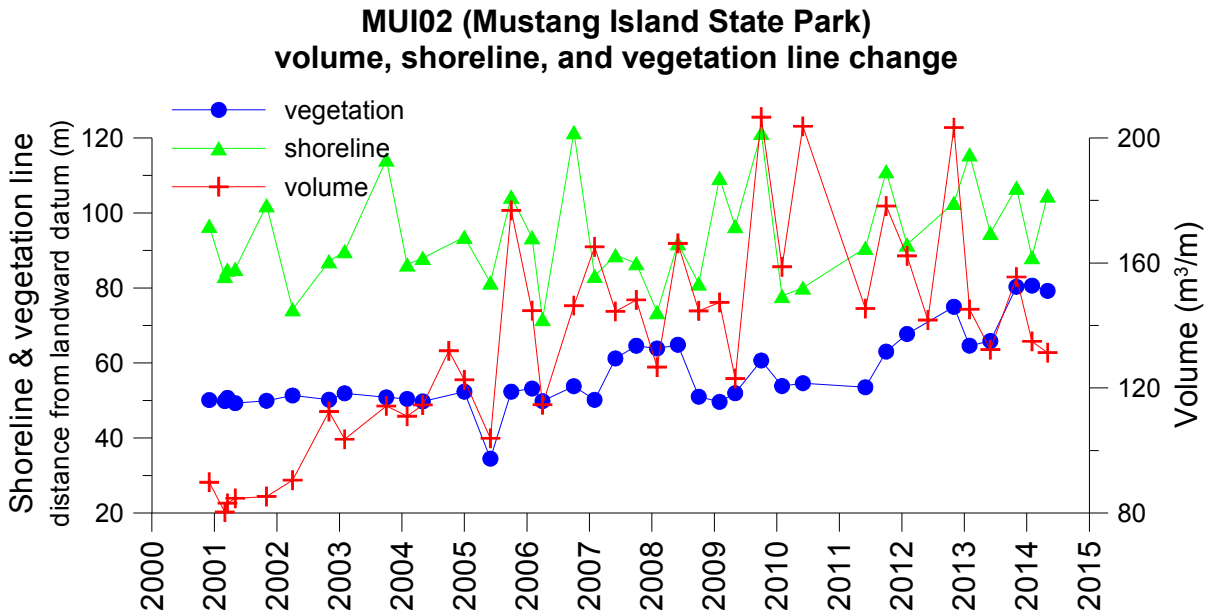
MAT03 volumes were calculated from datum to 3.75 m below datum. Profiles that did not extend to -3.75 m were extrapolated.



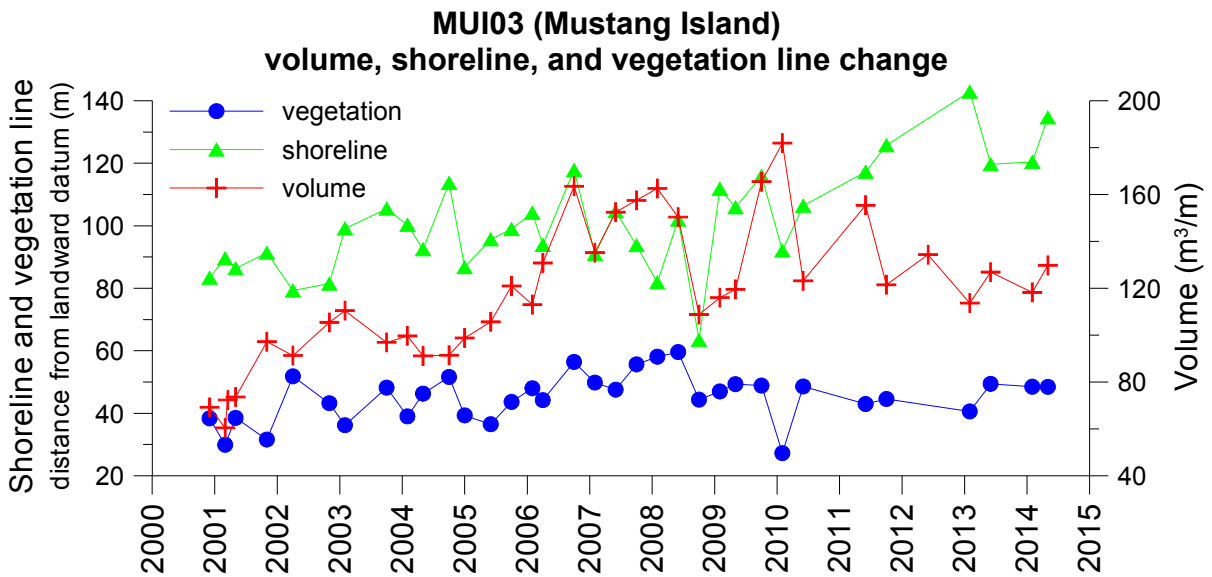
MUI01 volumes were calculated from datum to 2.5 m below datum. Profiles that did not extend to -2.5 m were extrapolated.



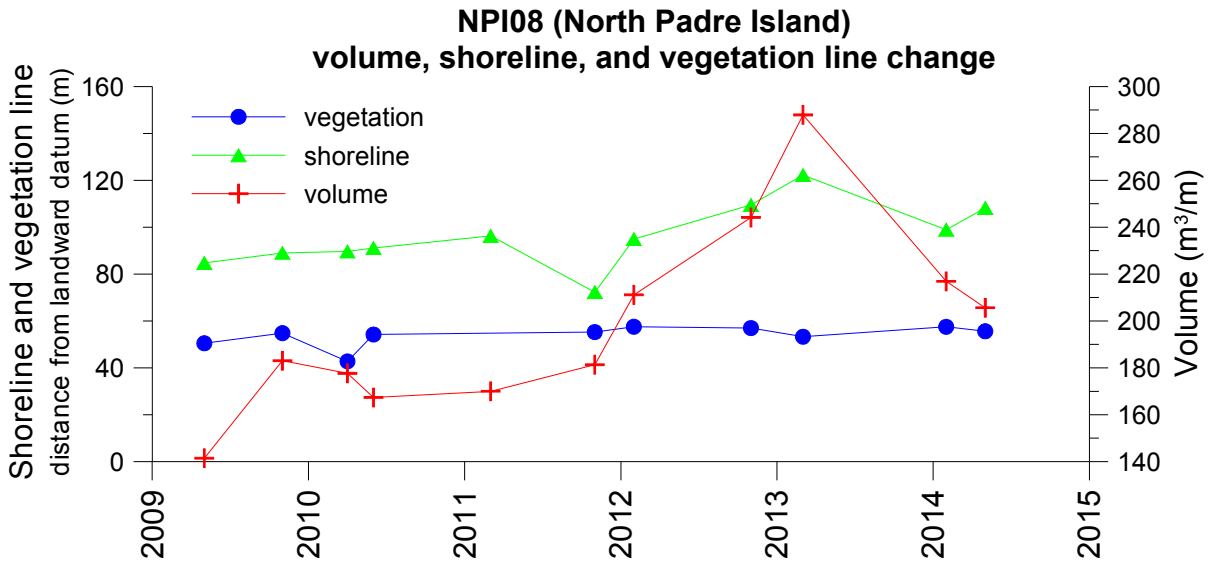
MUI02 volumes were calculated from datum to 0.5 m below datum. Profiles that did not extend to -0.5 m were extrapolated.



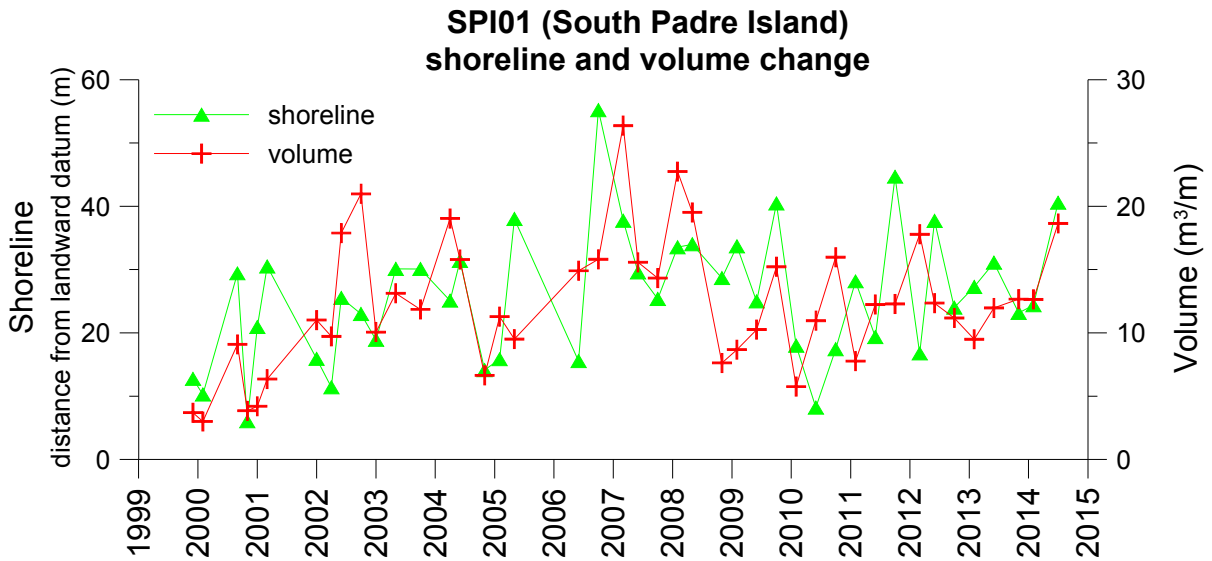
MUI03 volumes were calculated from datum to 2.5 m below datum. Profiles that did not extend to -2.5 m were extrapolated.



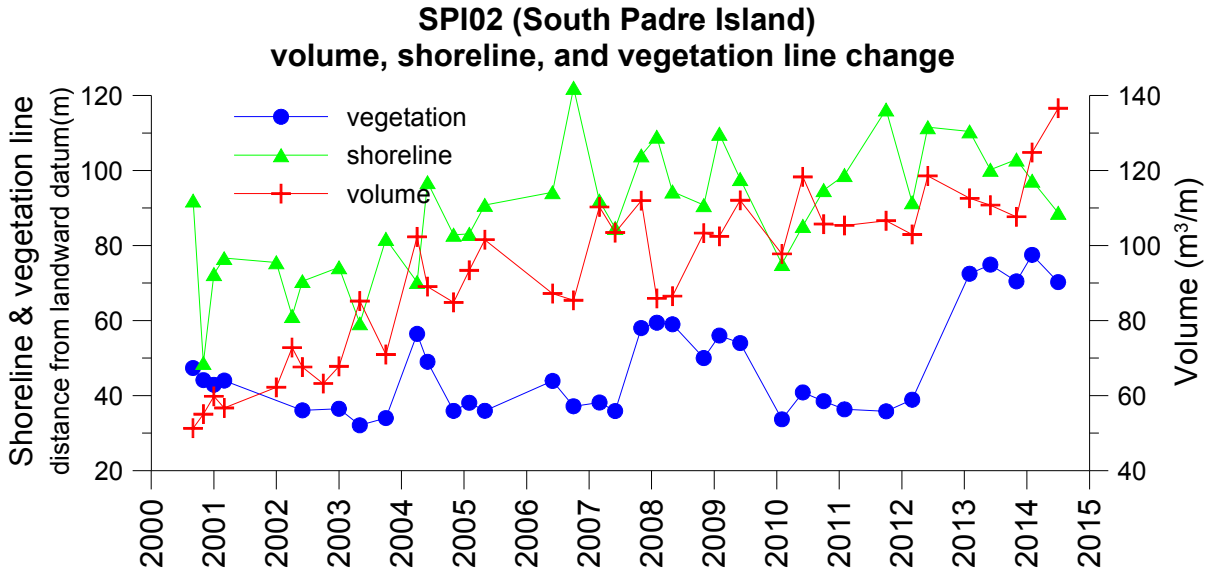
NPI08 volumes were calculated from datum to 1.25 m below datum. Profiles that did not extend to -1.25 m were extrapolated.



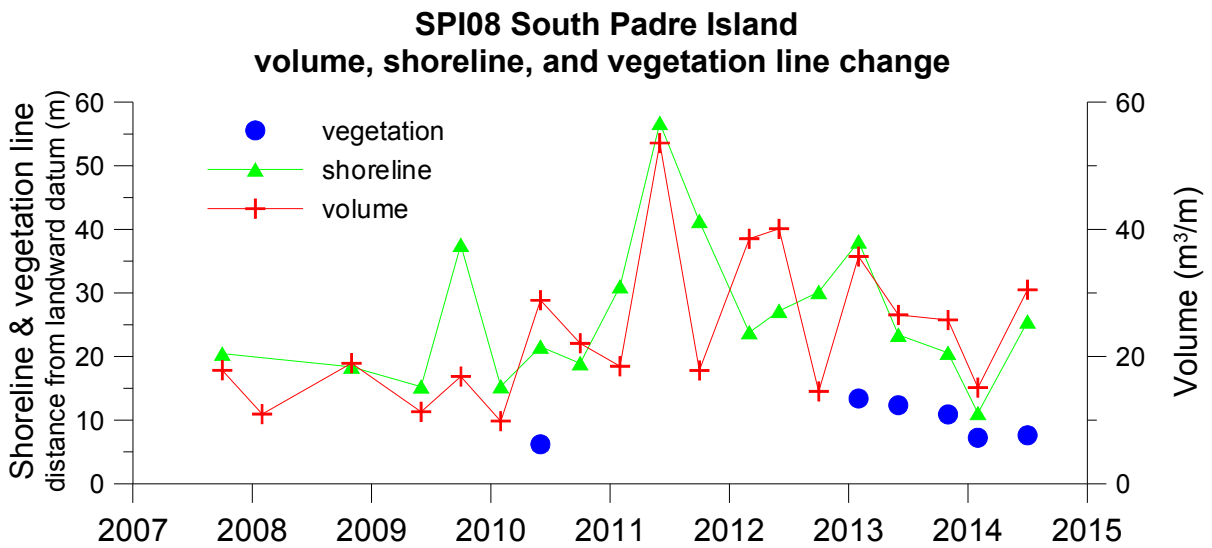
SPI01 volumes were calculated from datum to 2 m below datum. Profiles that did not extend to -2 m were extrapolated.



SPI02 volumes were calculated from datum to 2.25 m below datum. Profiles that did not extend to -2.25 m were extrapolated.

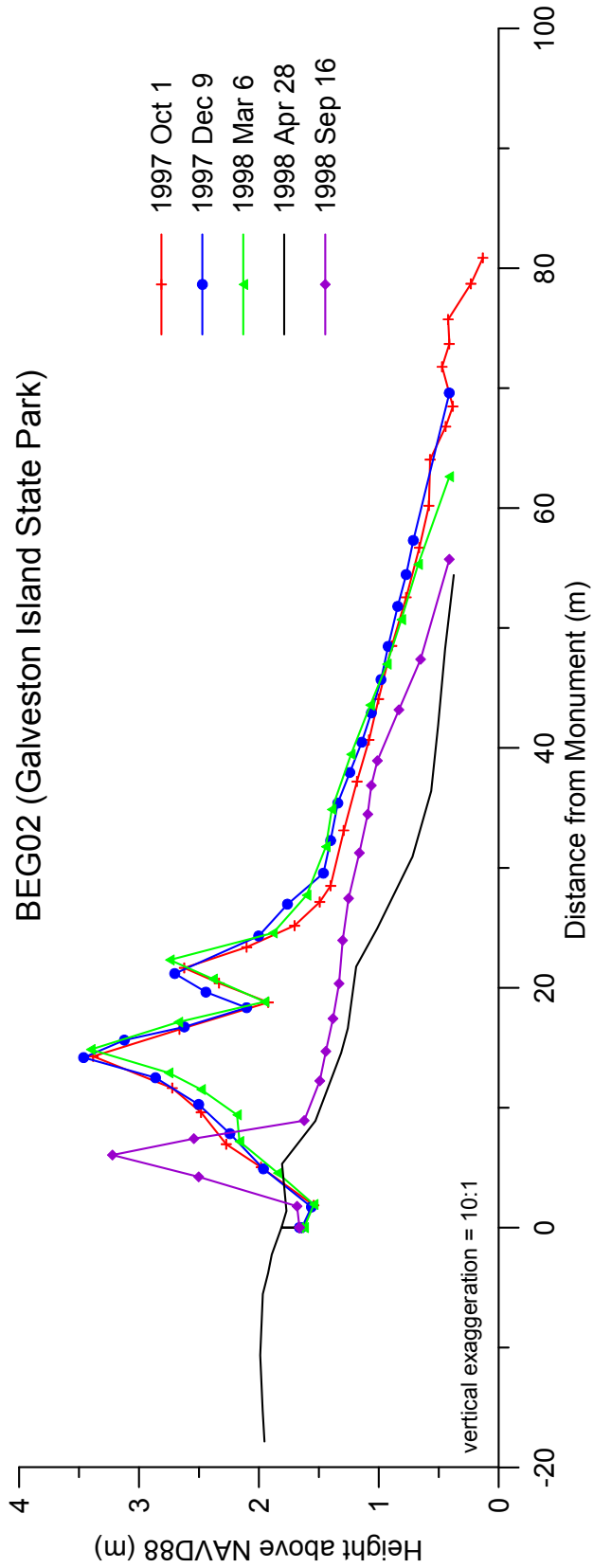


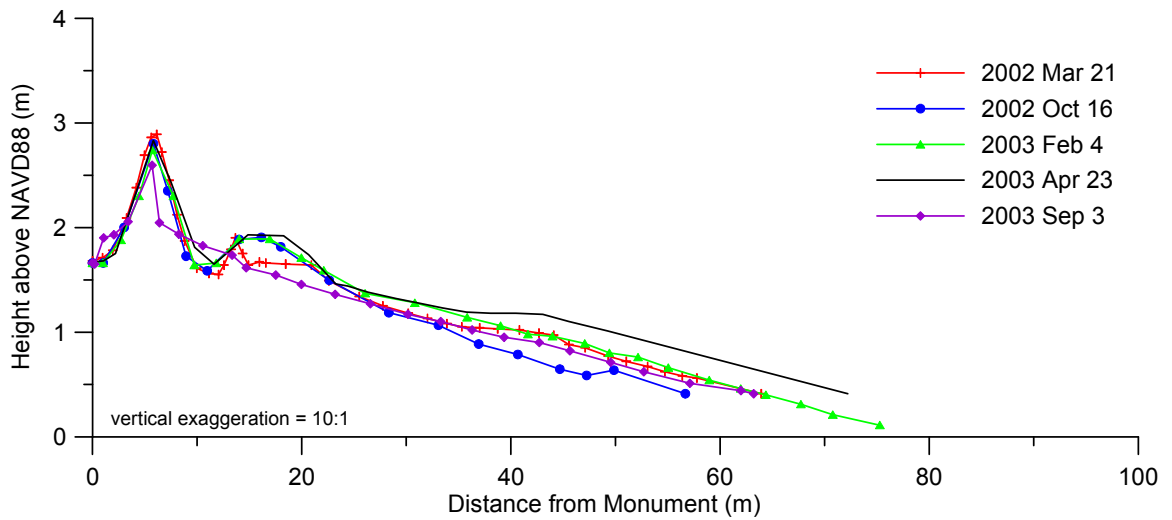
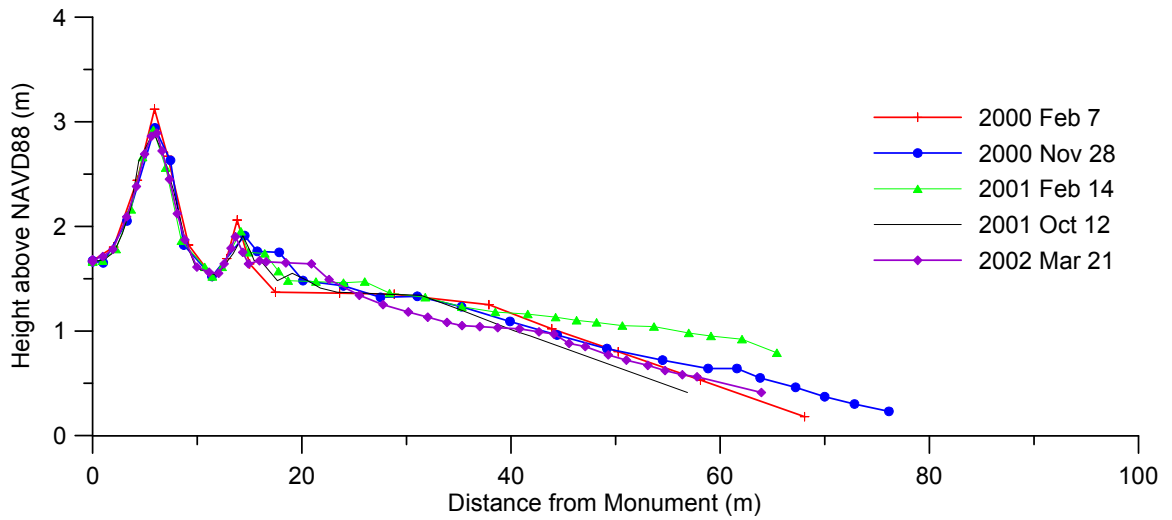
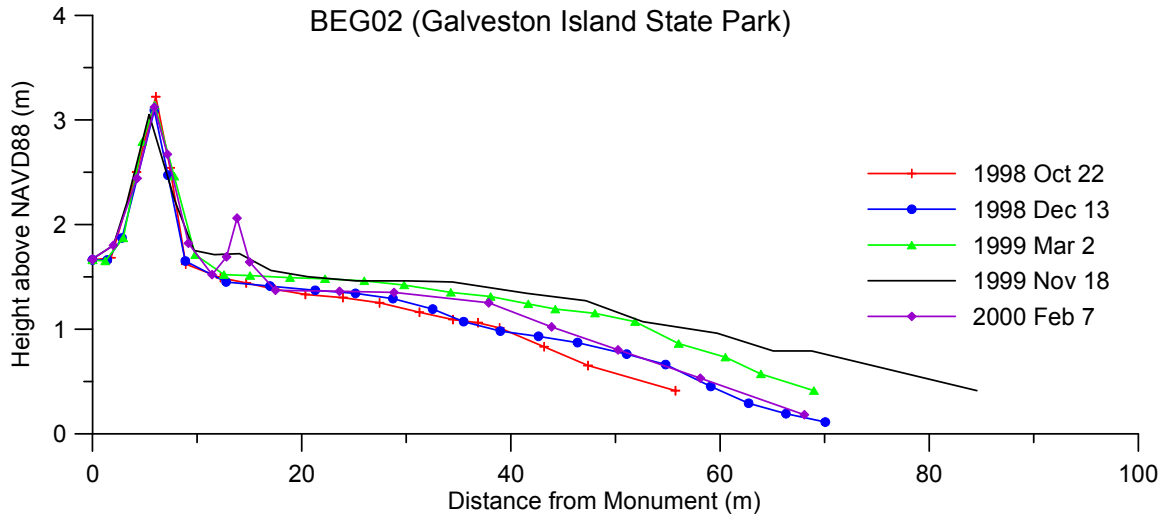
SPI08 volumes were calculated from datum to 2.5 m below datum. Profiles that did not extend to -2.5 m were extrapolated.

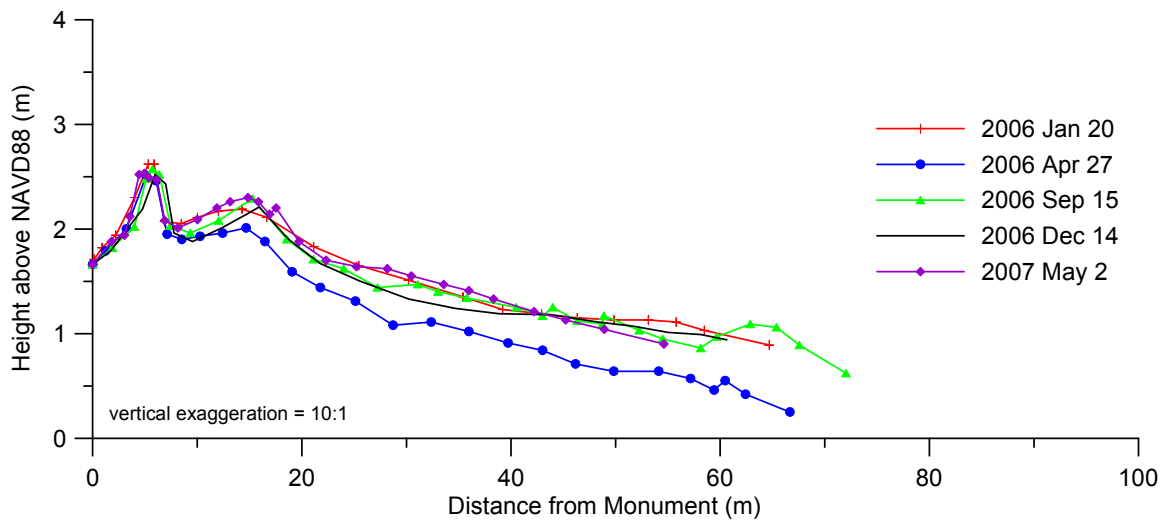
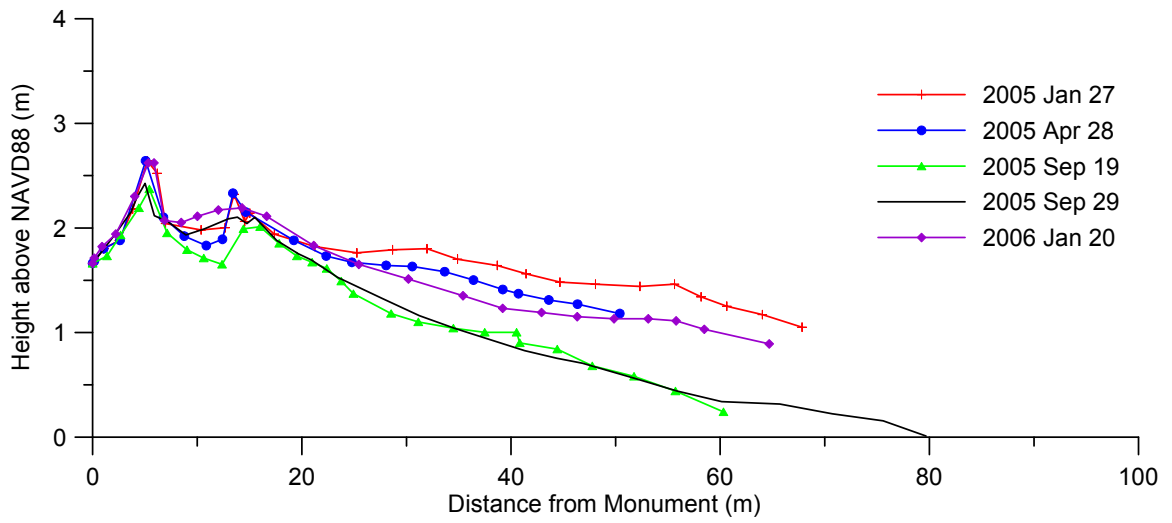
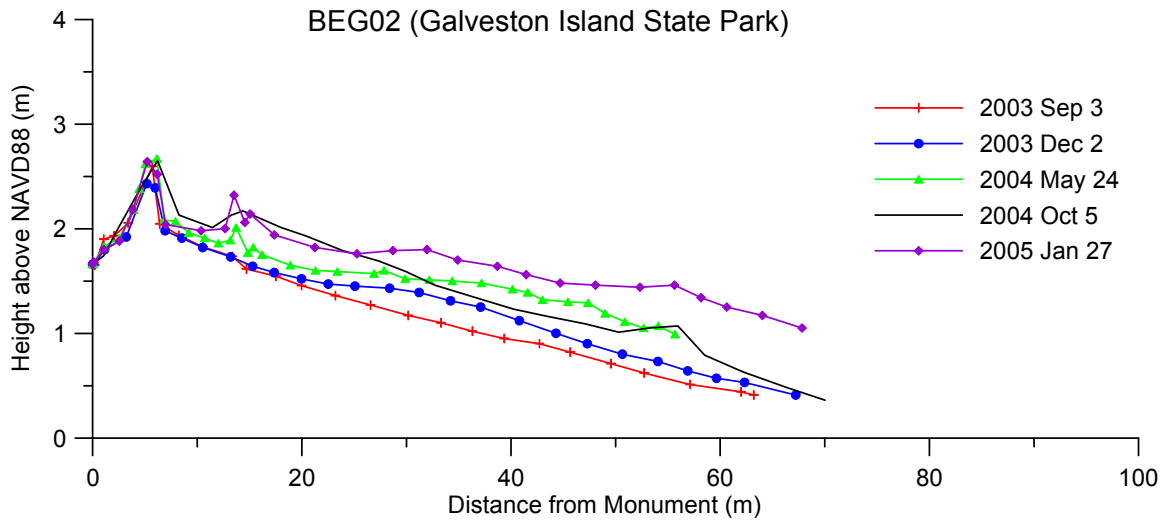


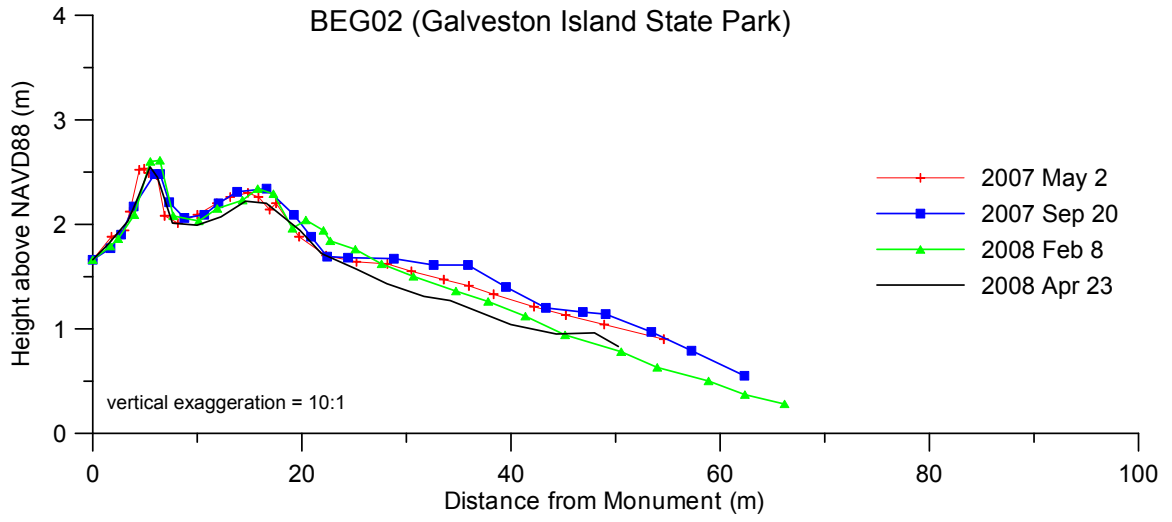


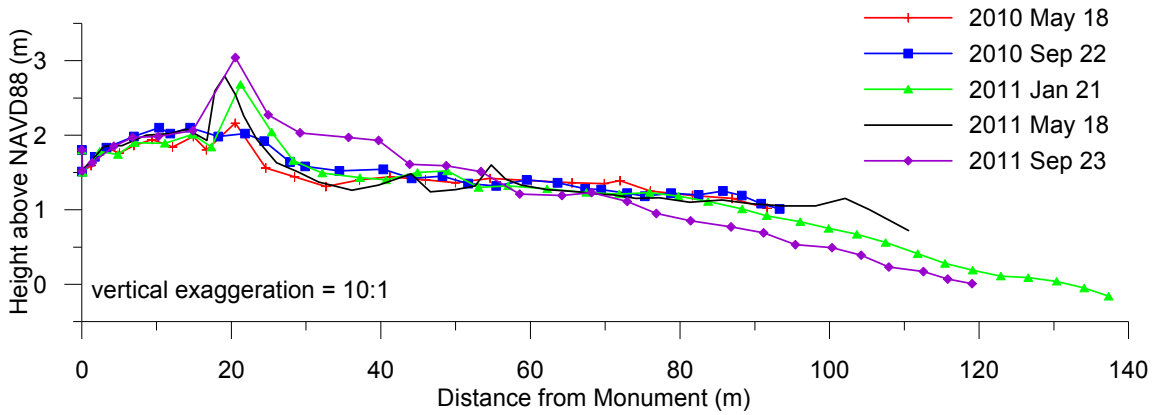
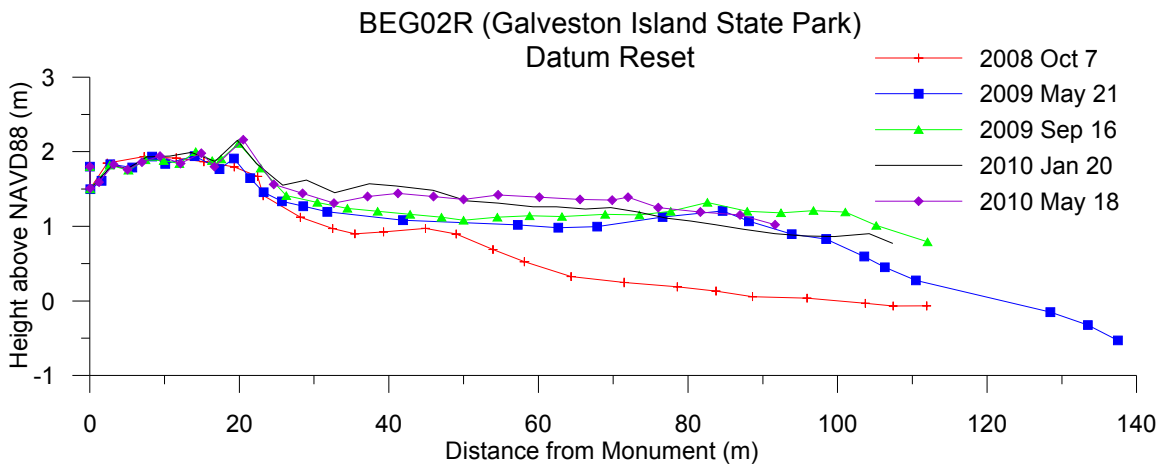
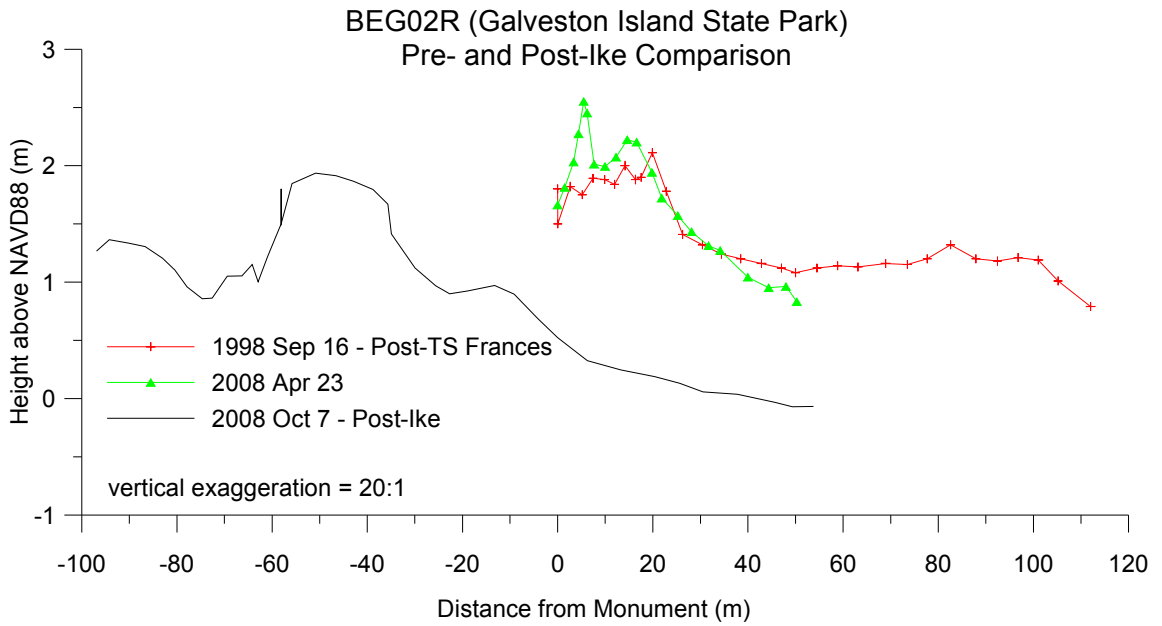
APPENDIX C: GRAPHS OF BEACH PROFILES



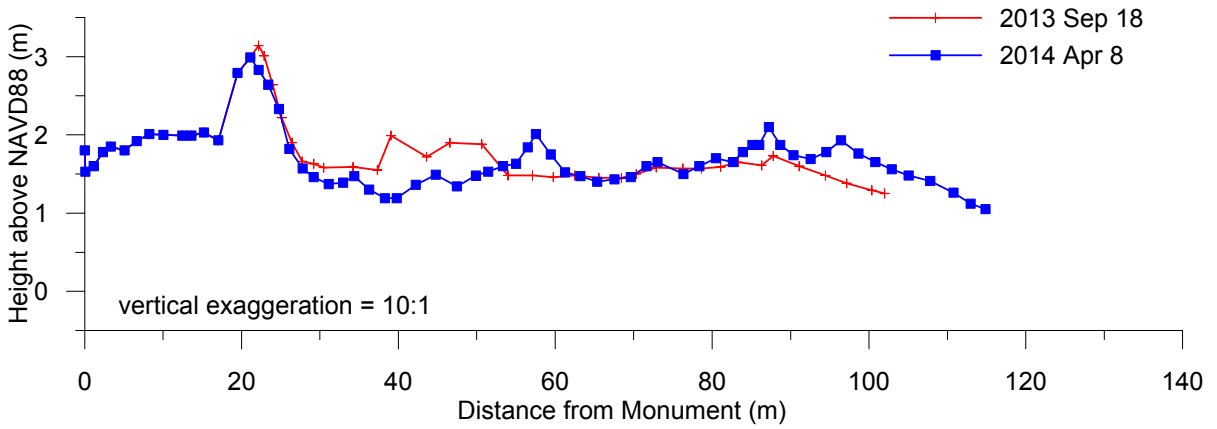
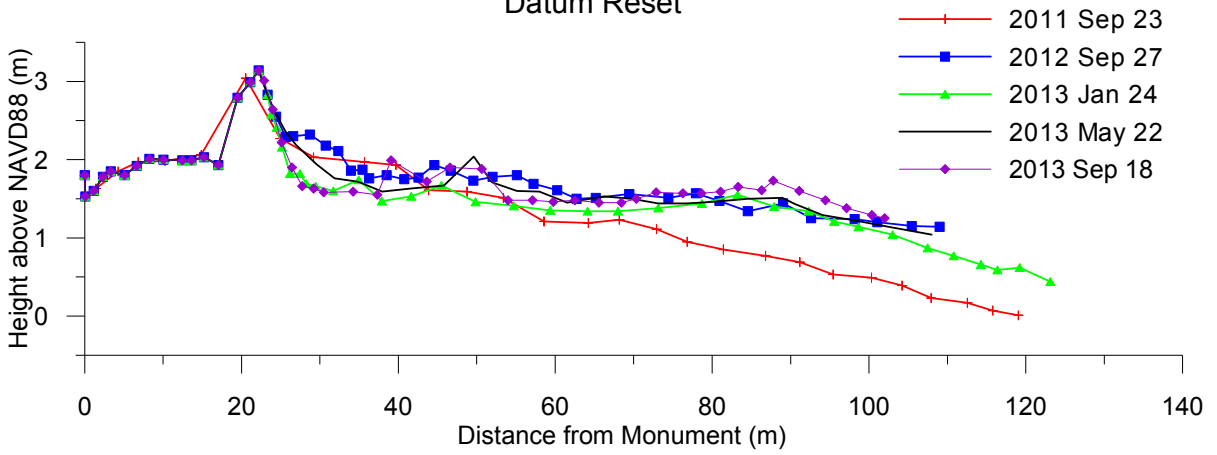


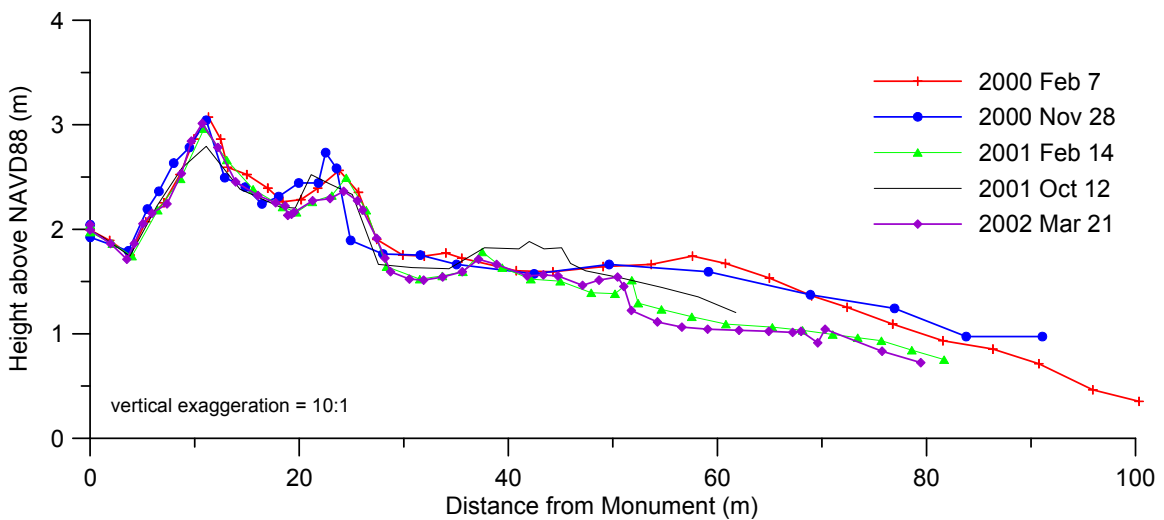
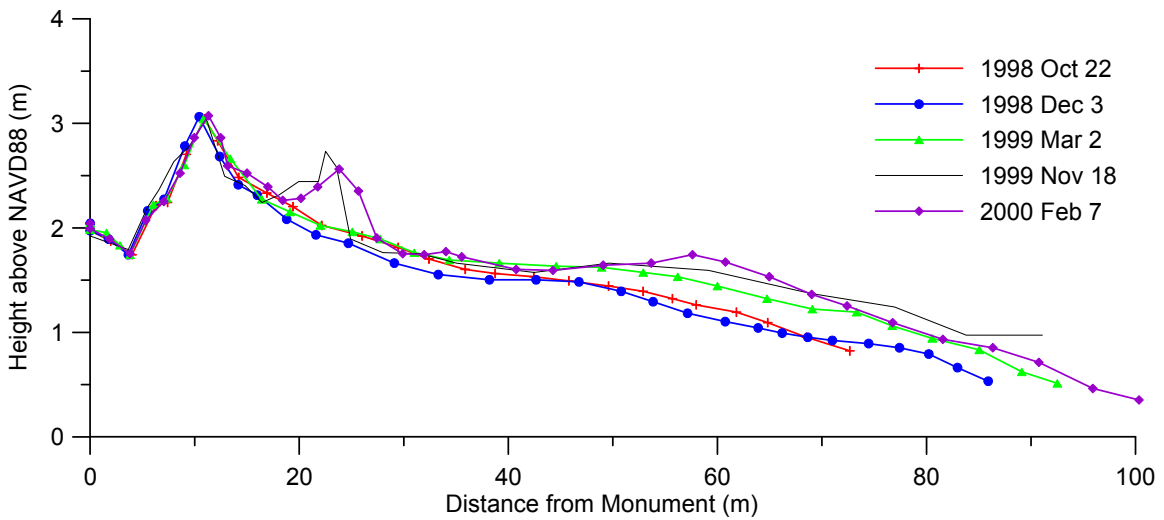
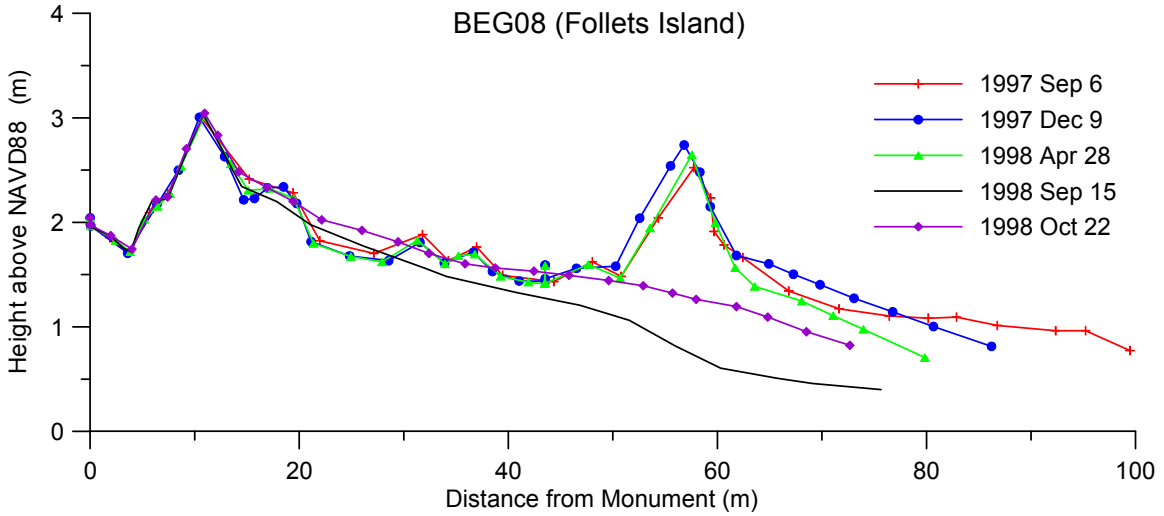


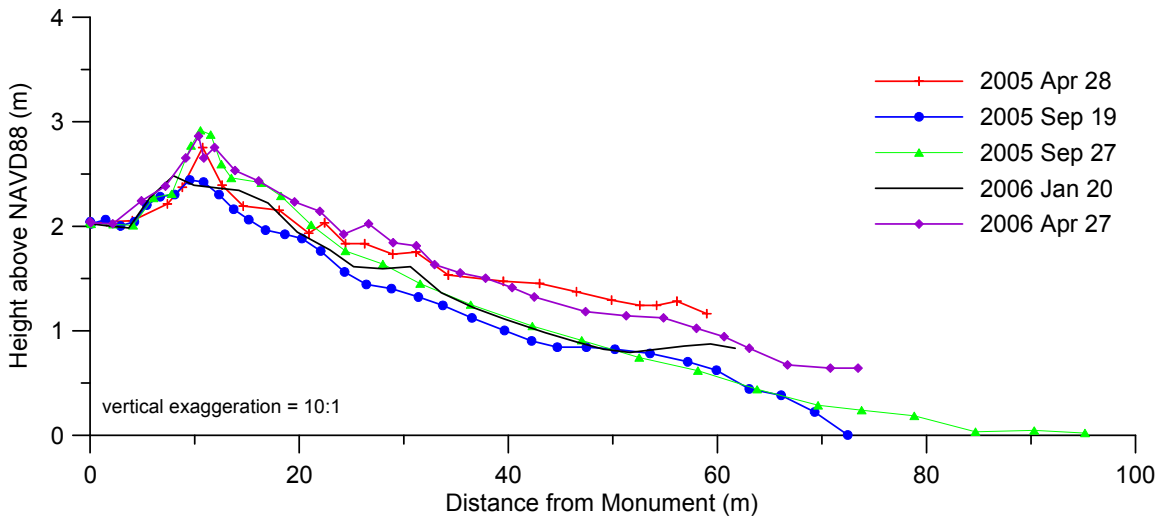
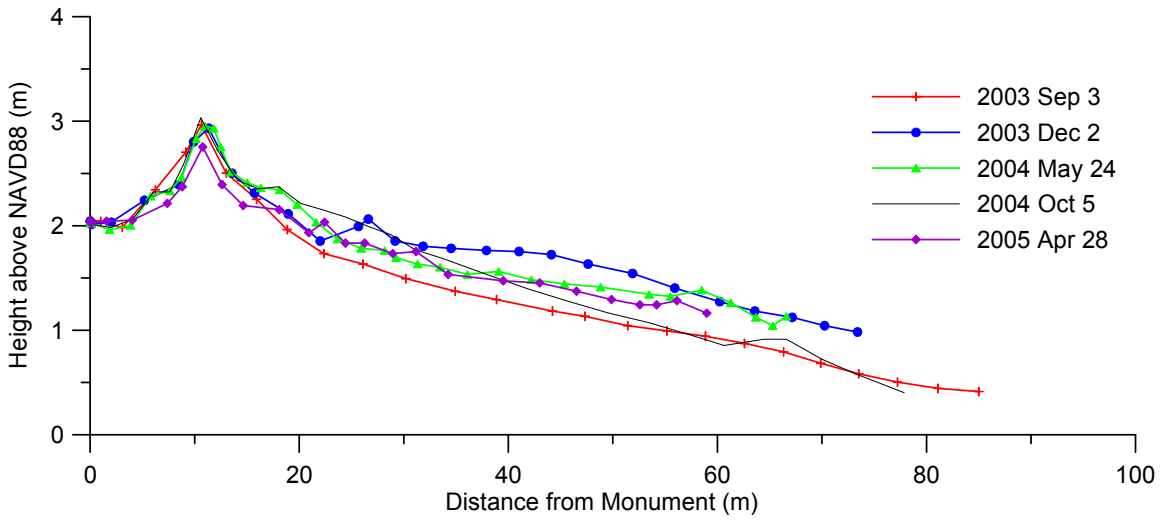
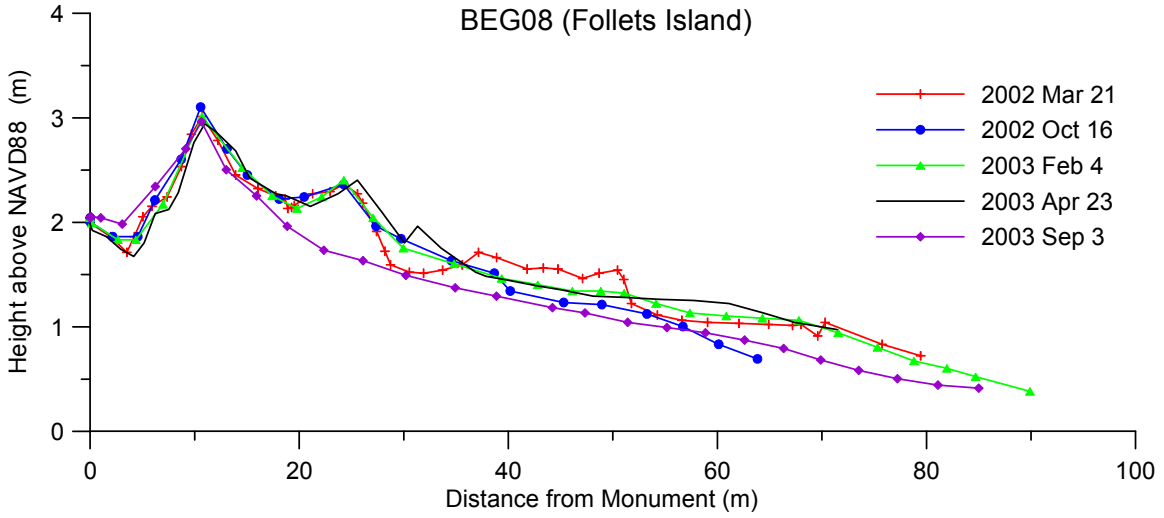




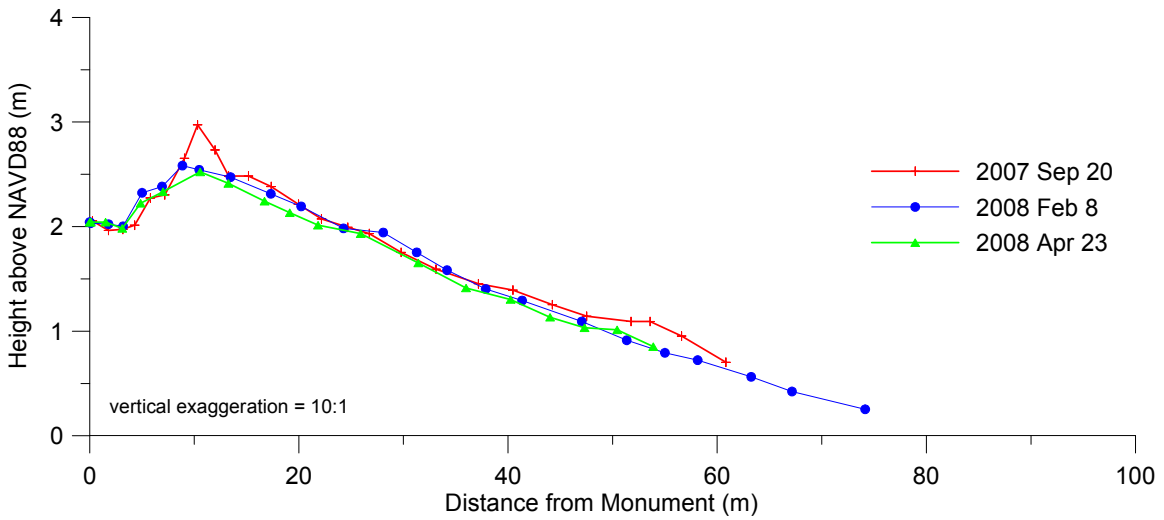
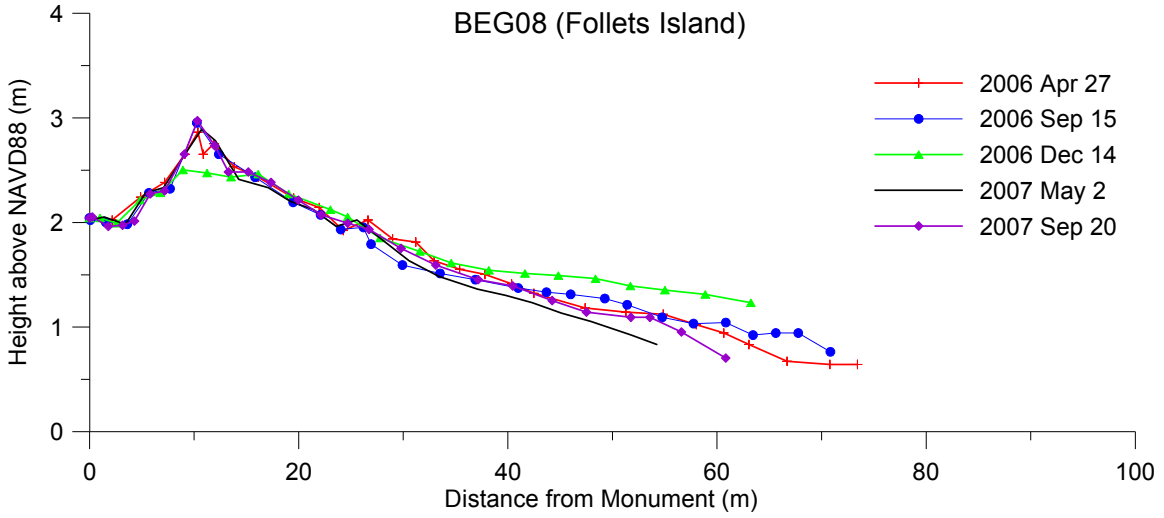
BEG02R (Galveston Island State Park)  
Datum Reset



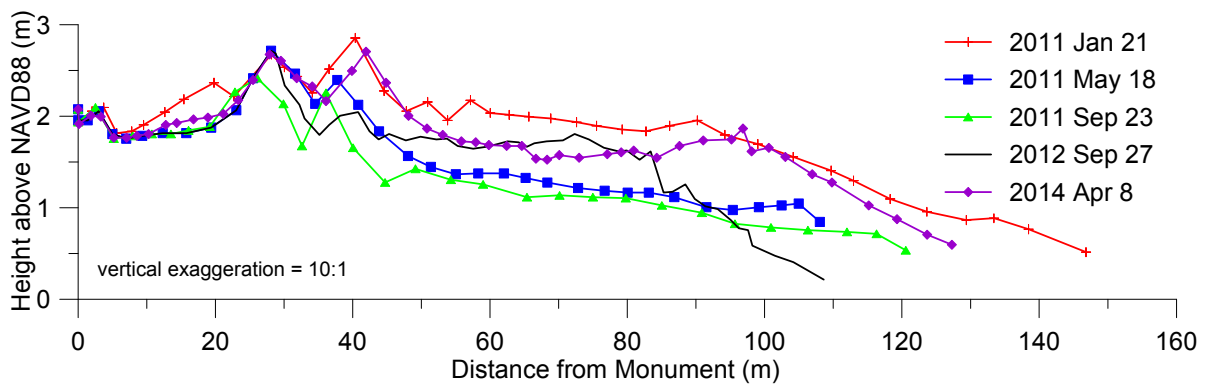
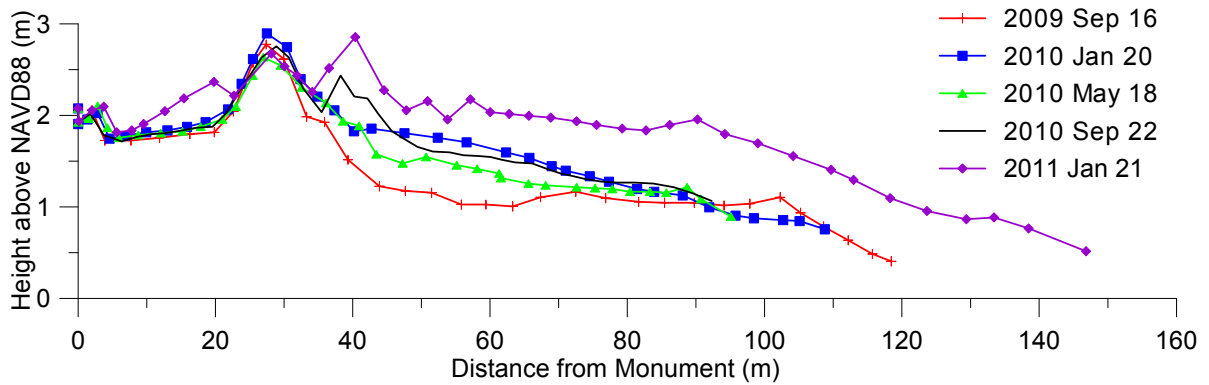
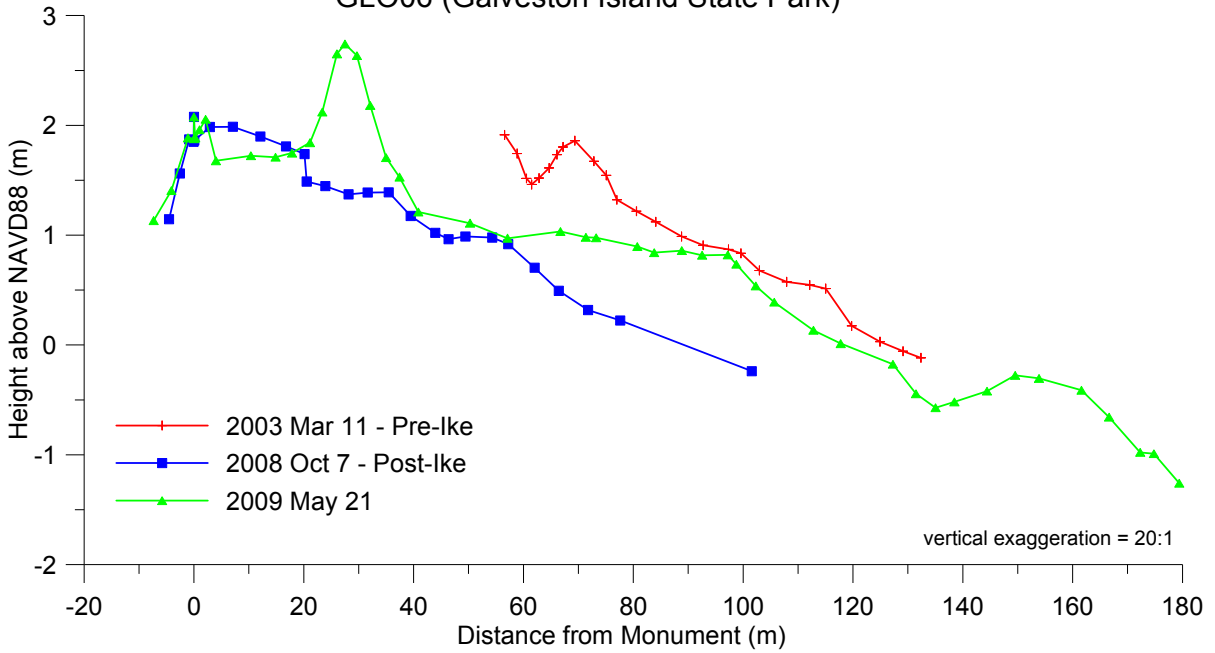




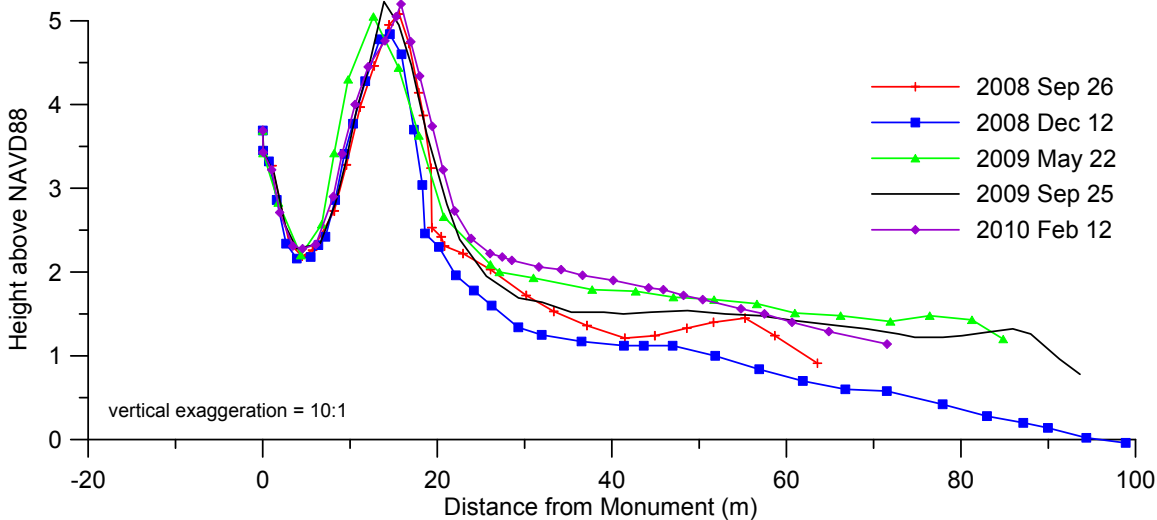
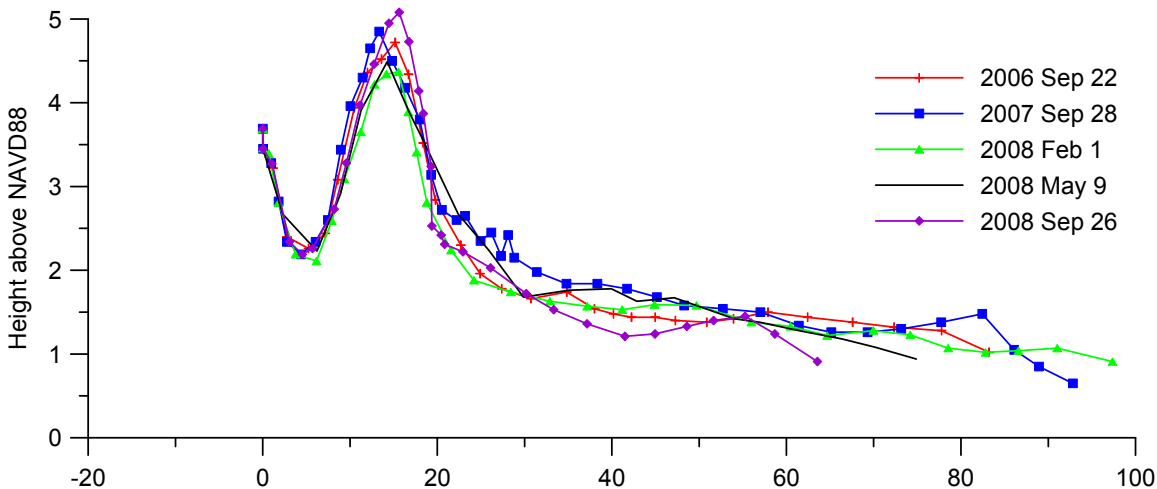
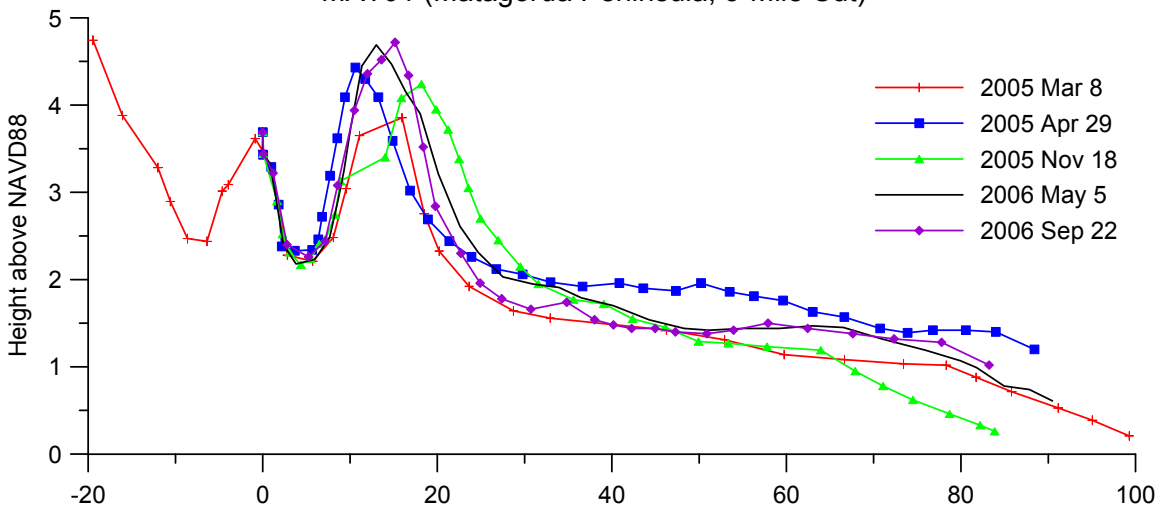


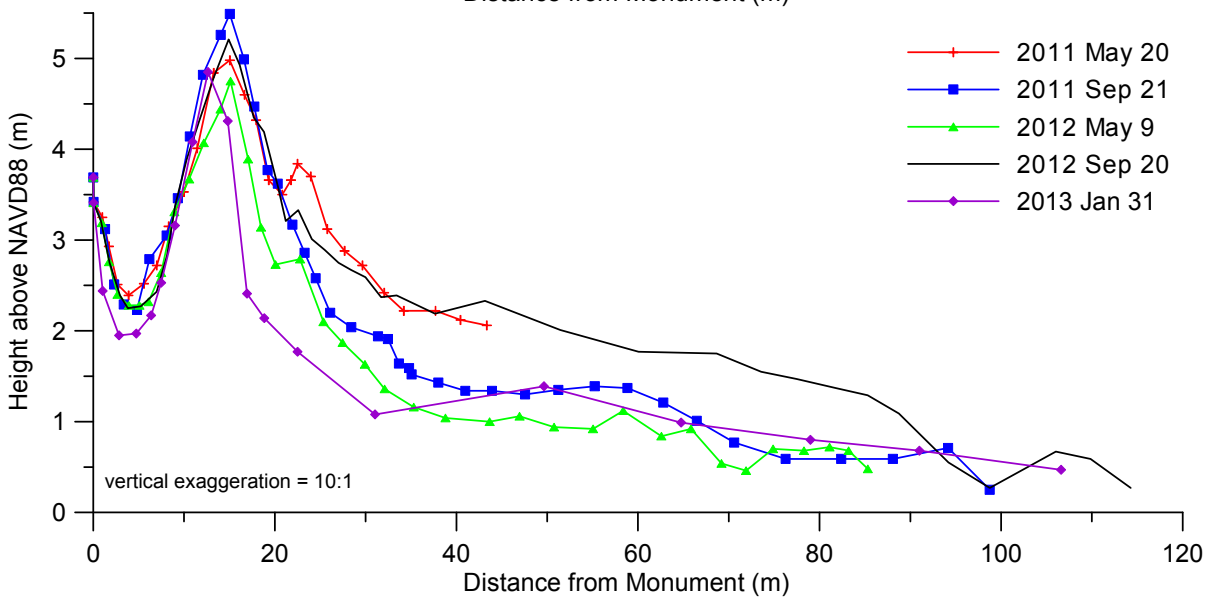
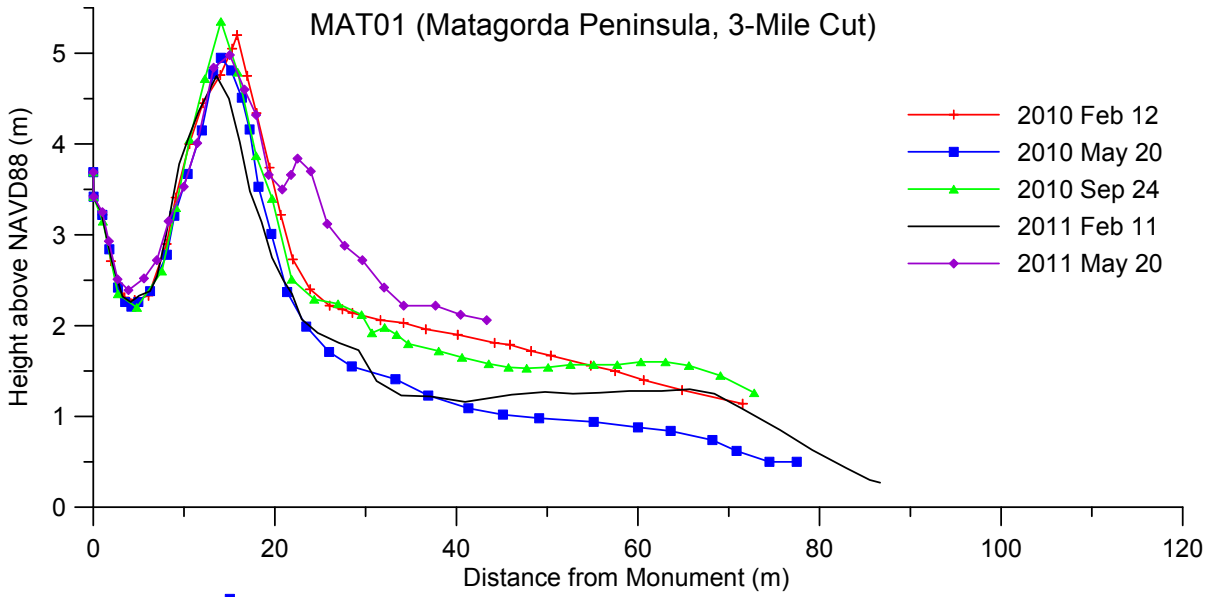


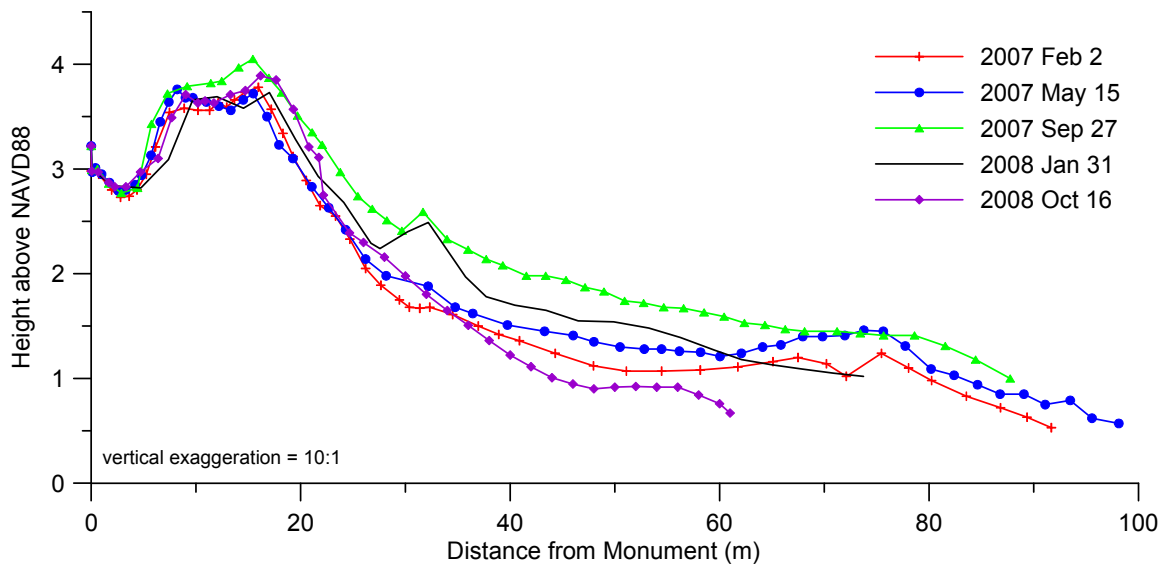
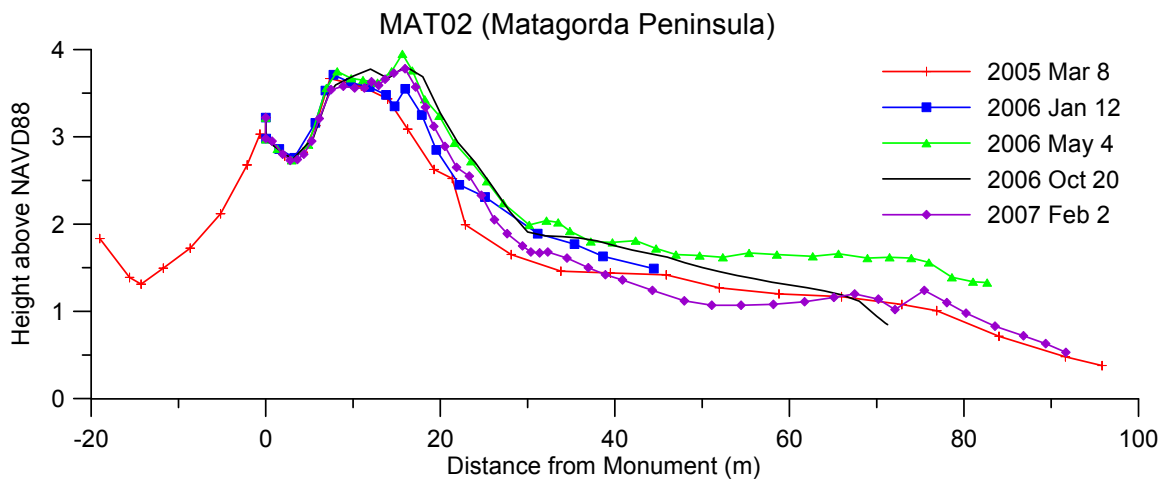
### GLO06 (Galveston Island State Park)



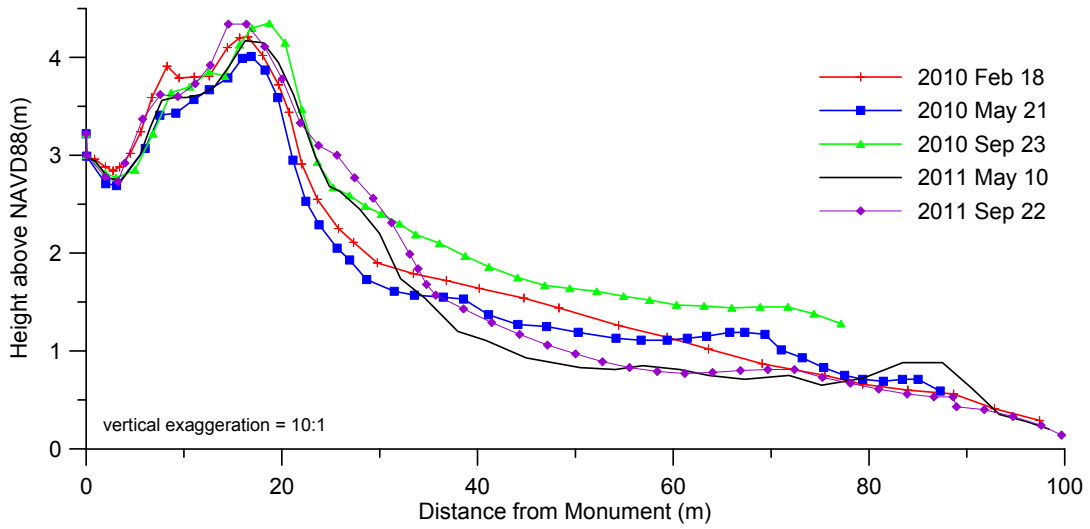
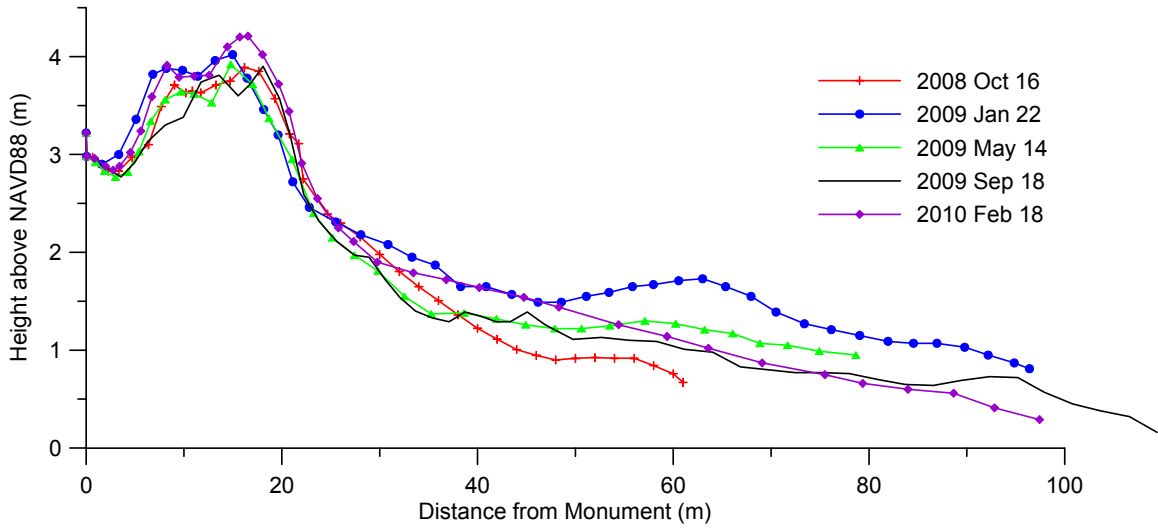
### MAT01 (Matagorda Peninsula, 3-Mile Cut)



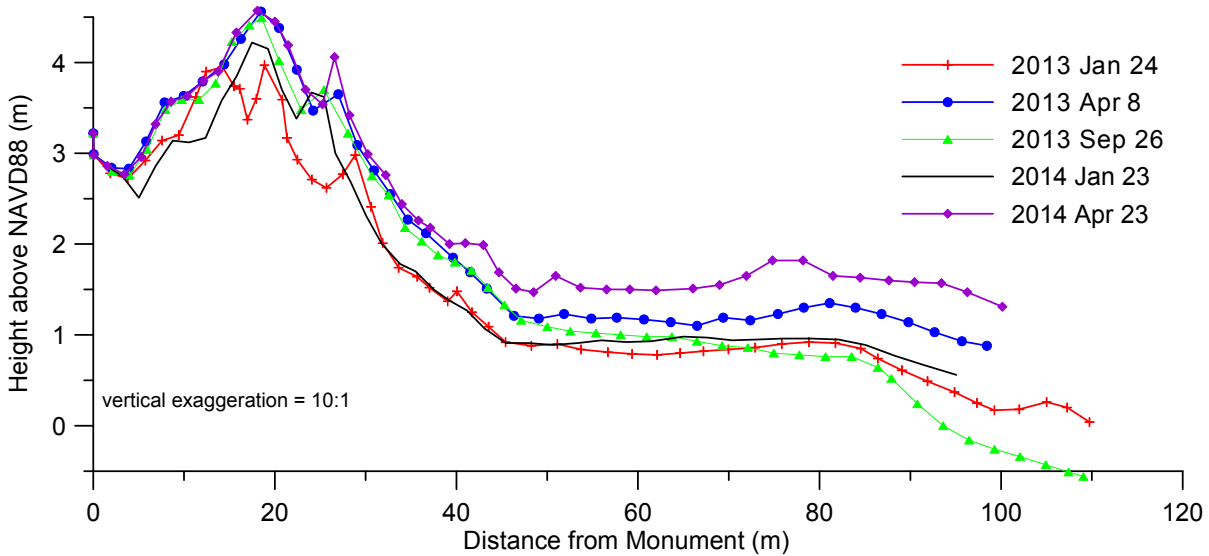
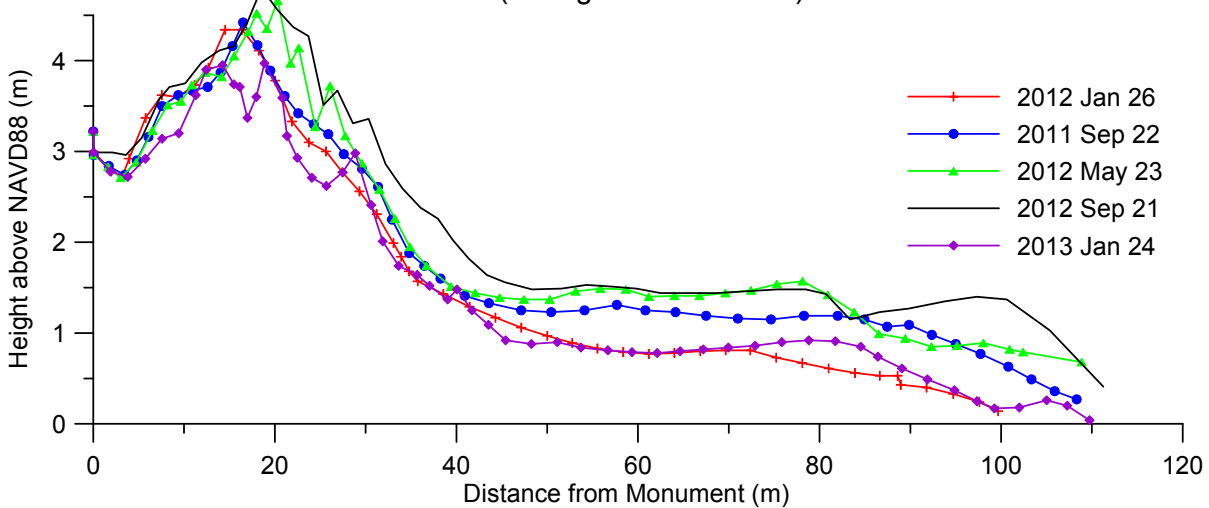


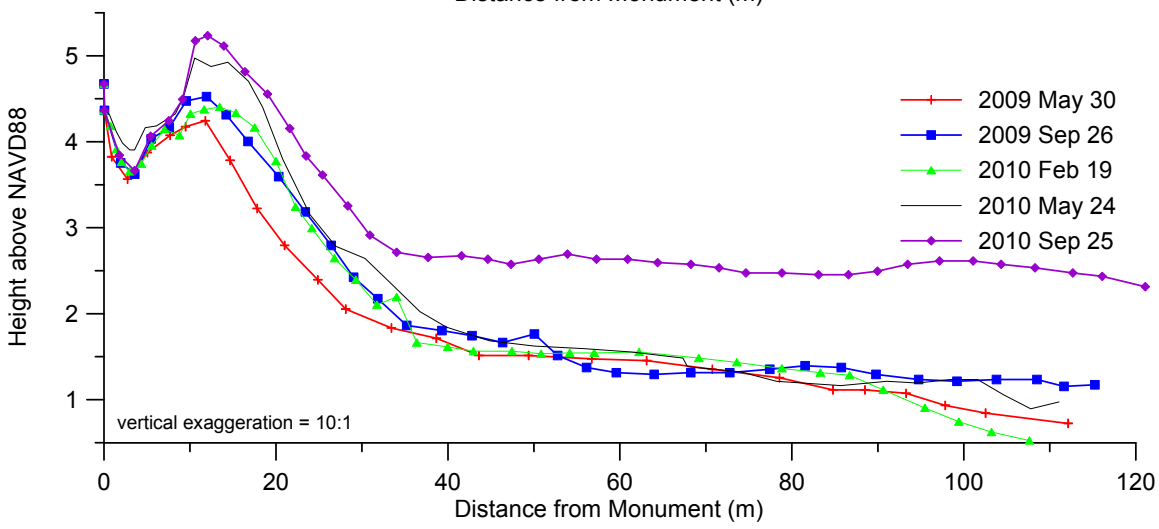
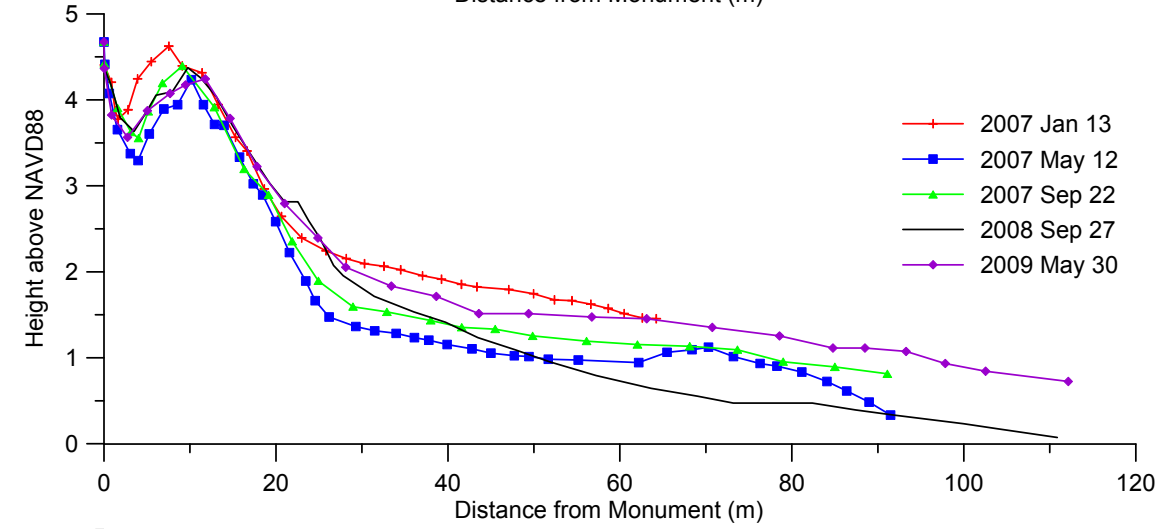
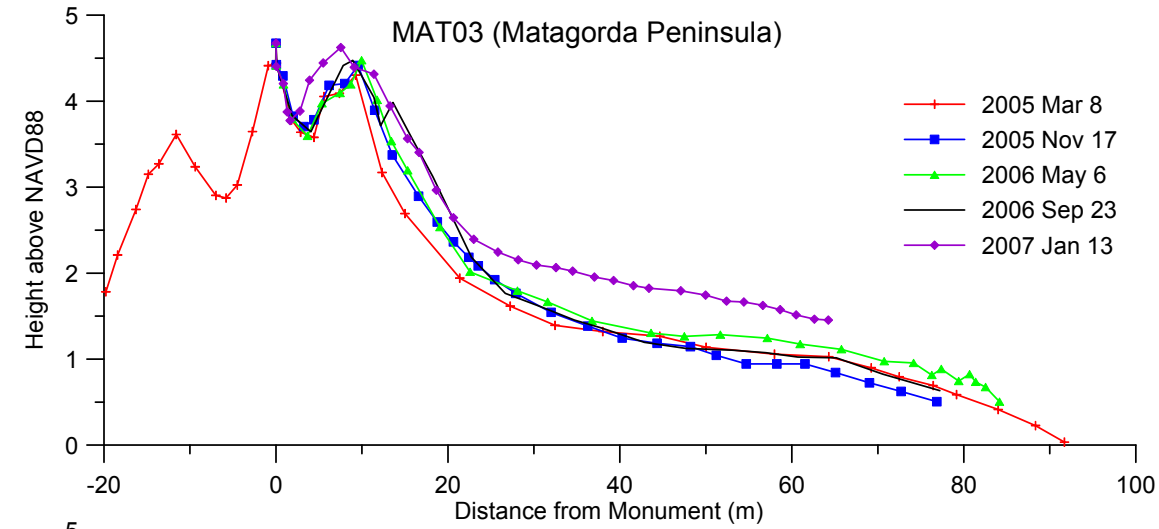


### MAT02 (Matagorda Peninsula)

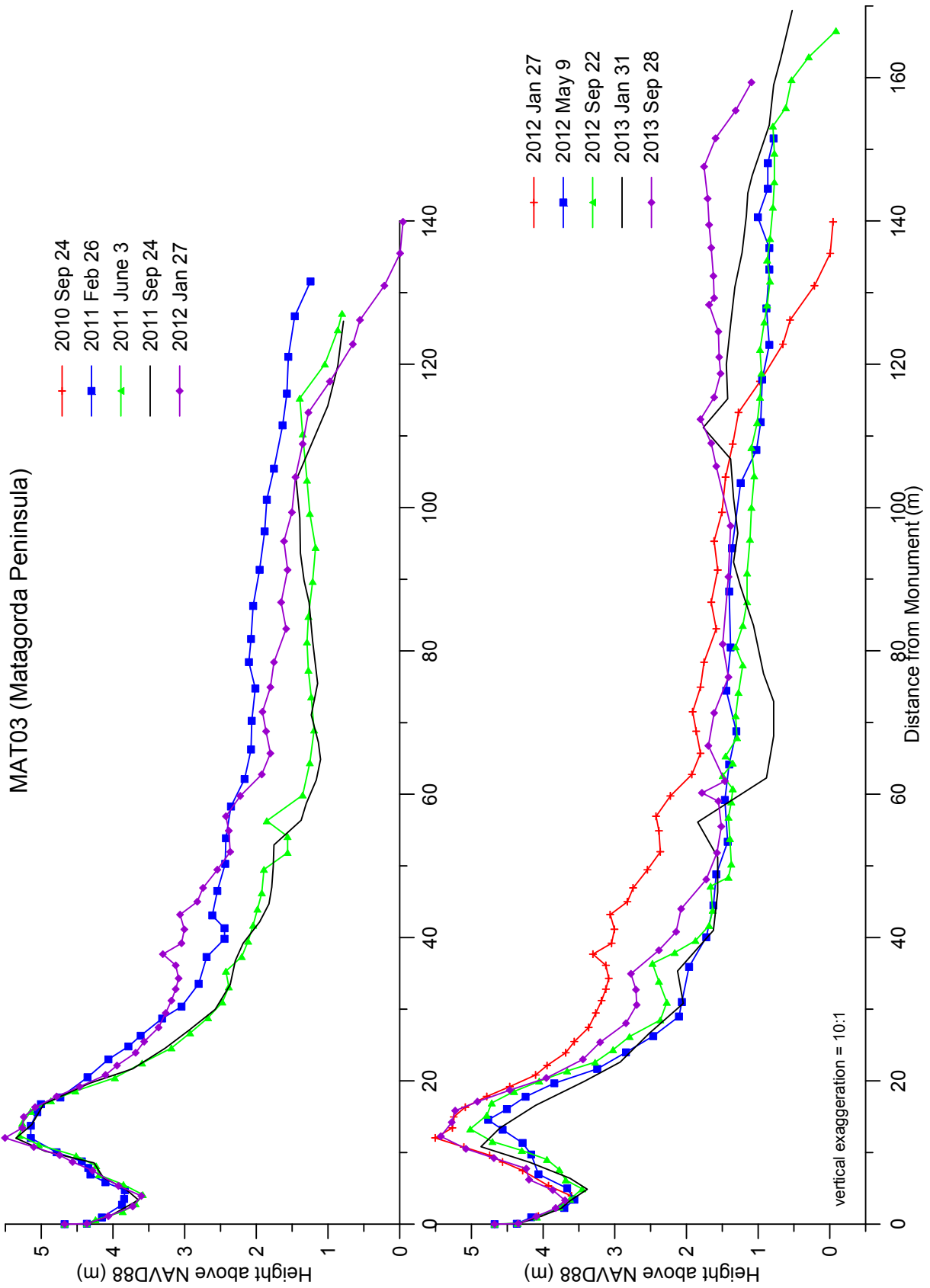


### MAT02 (Matagorda Peninsula)

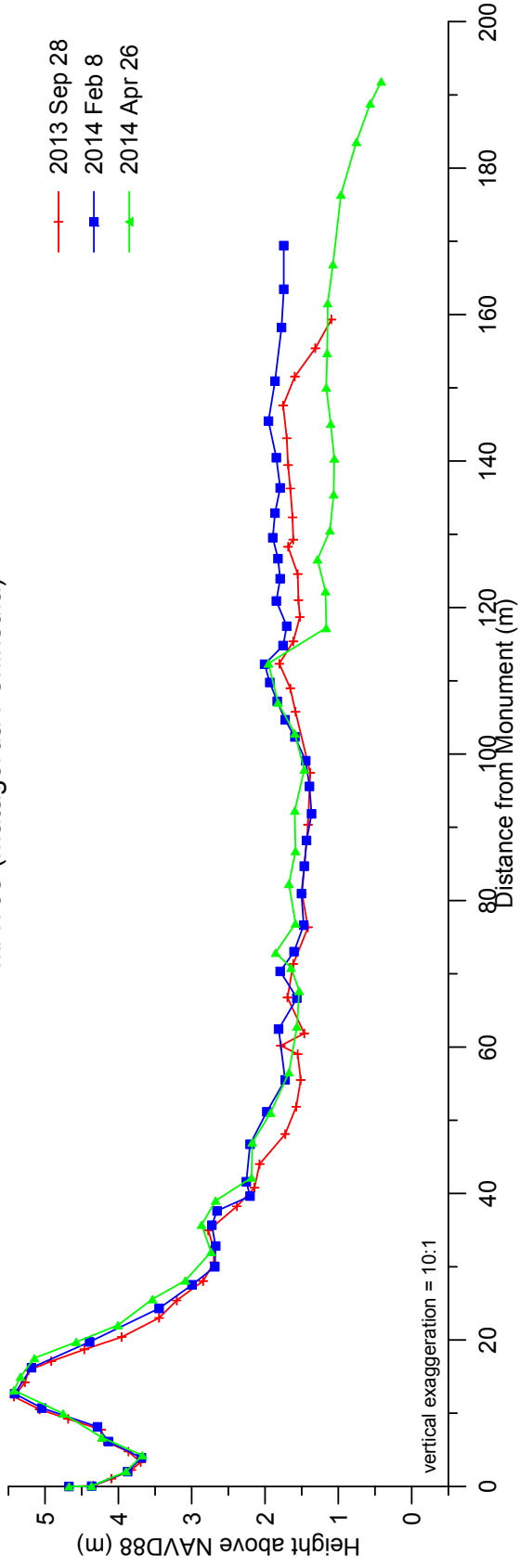




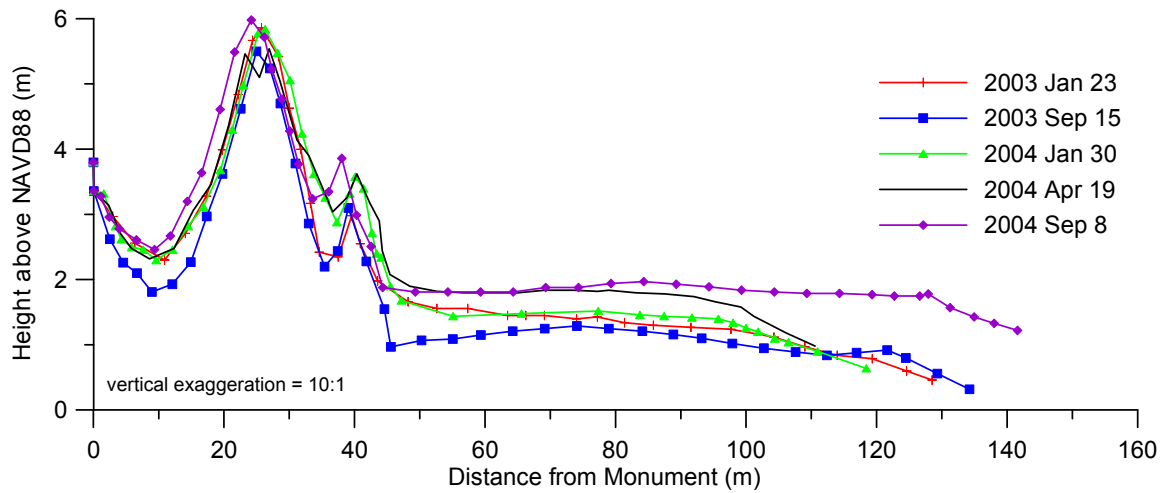
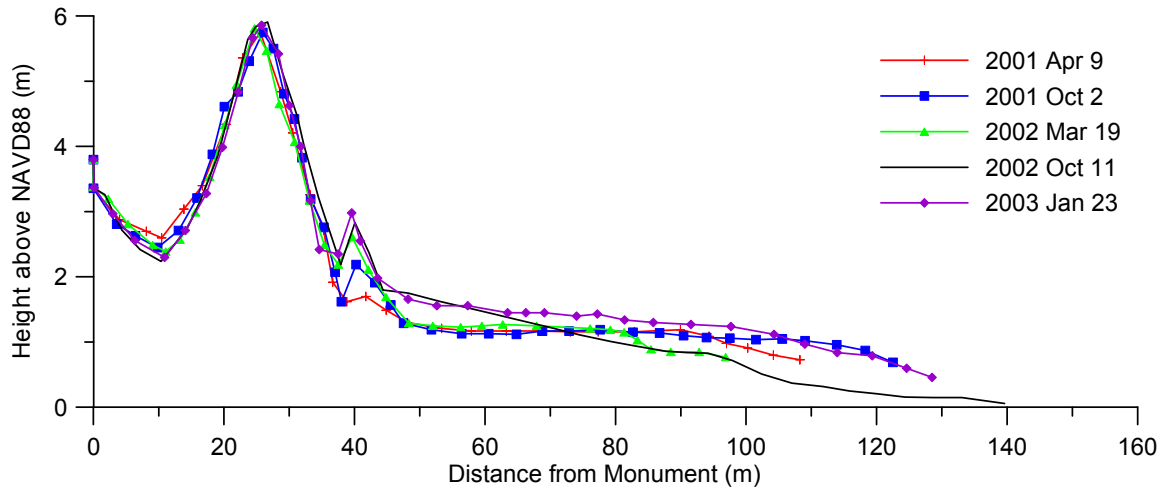
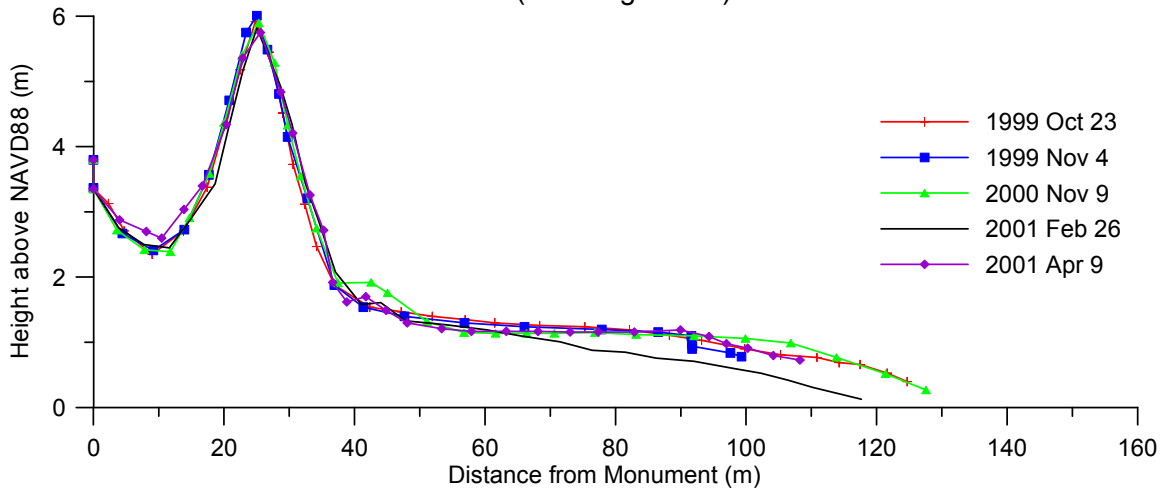


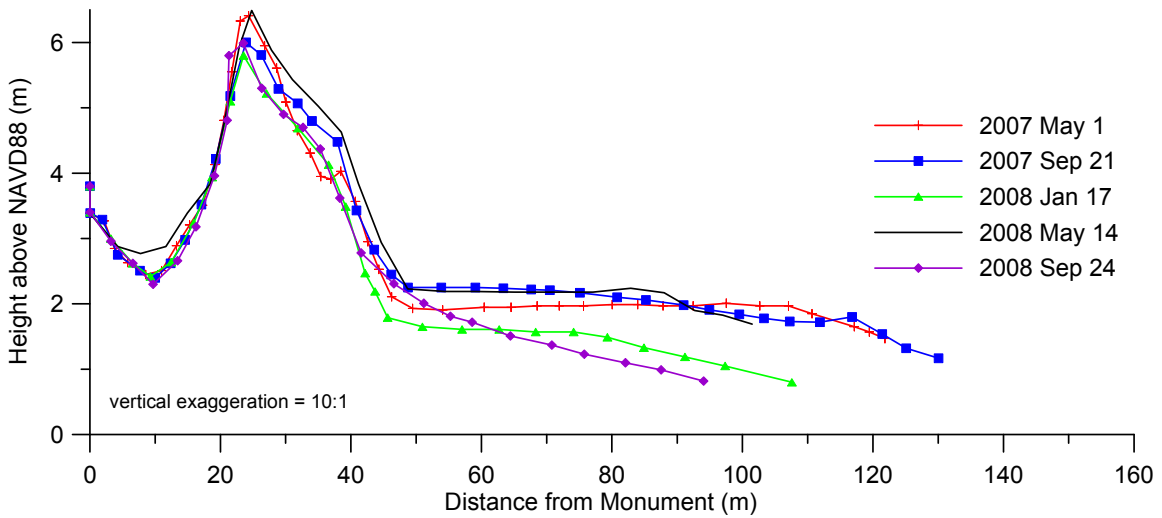
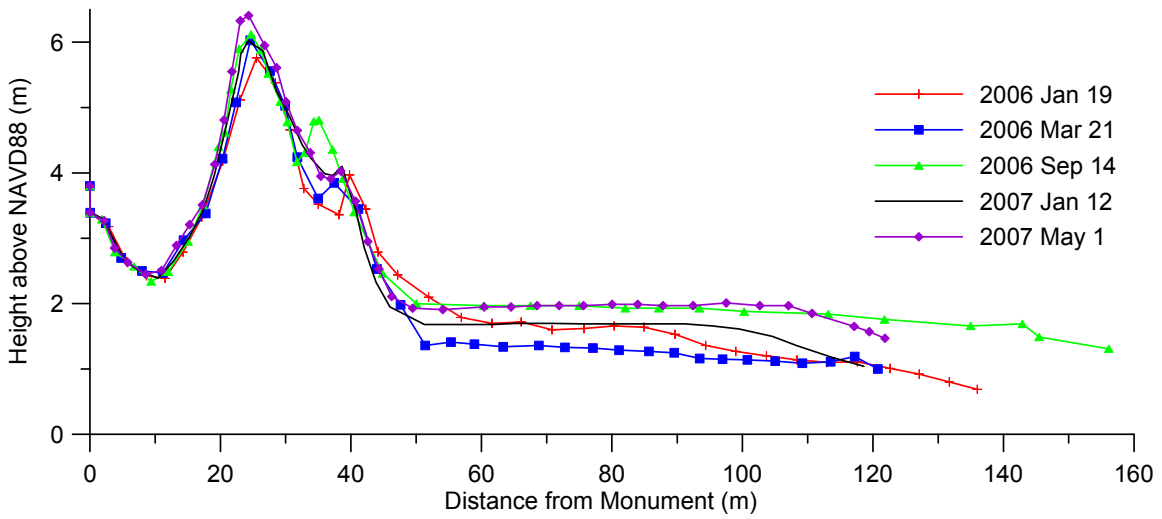
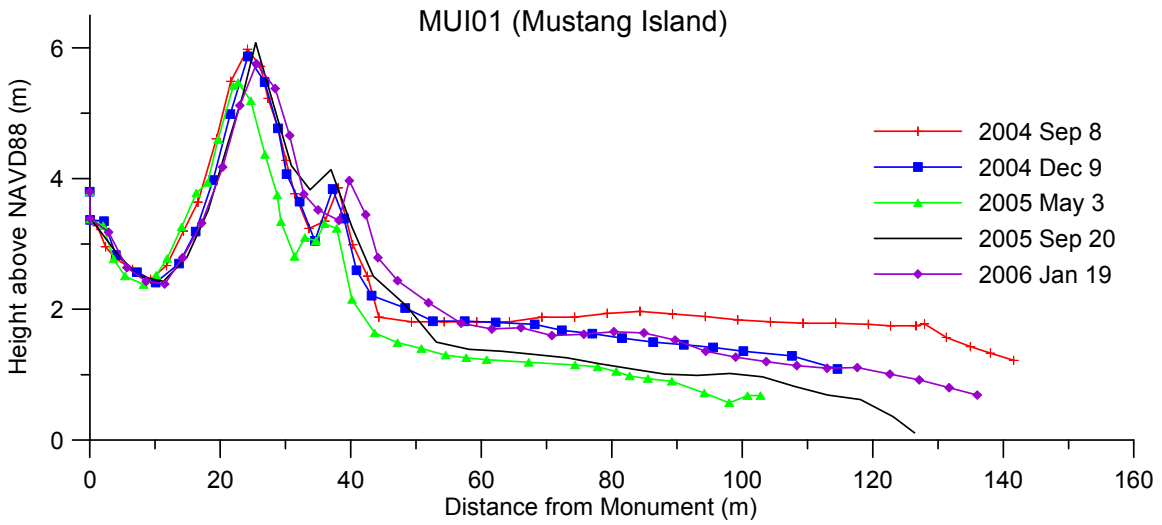


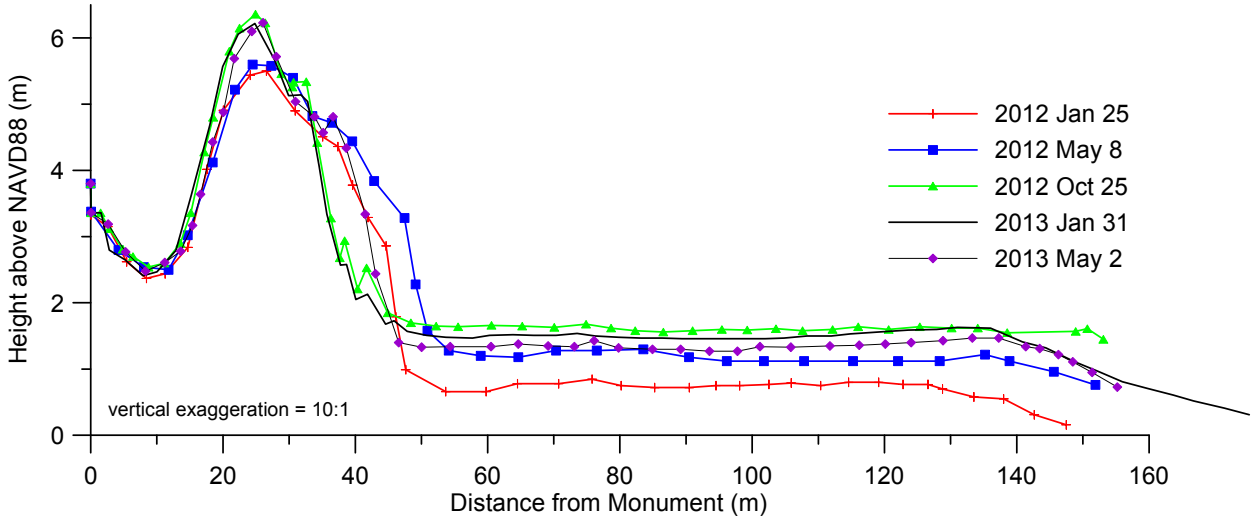
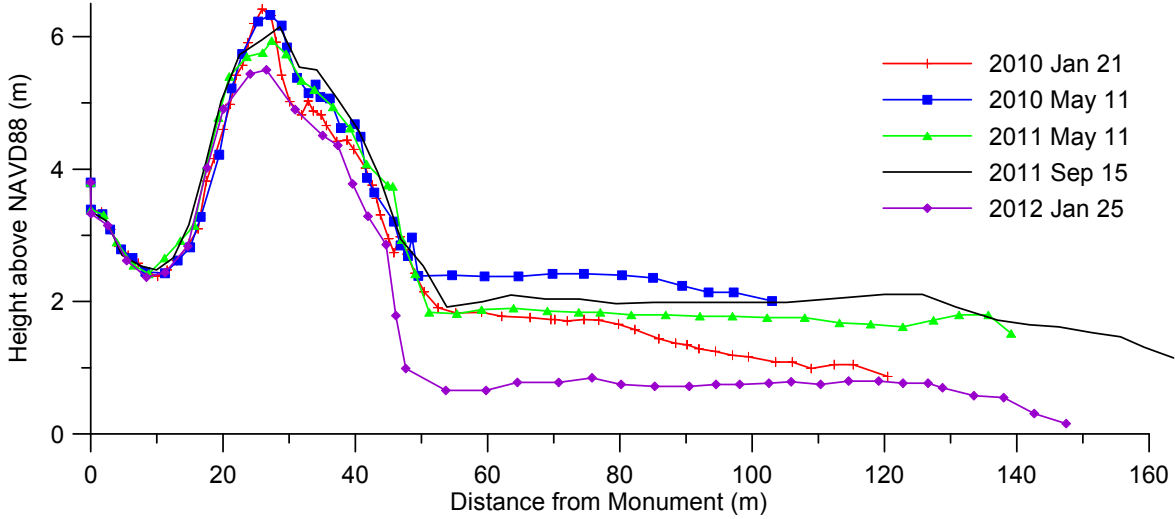
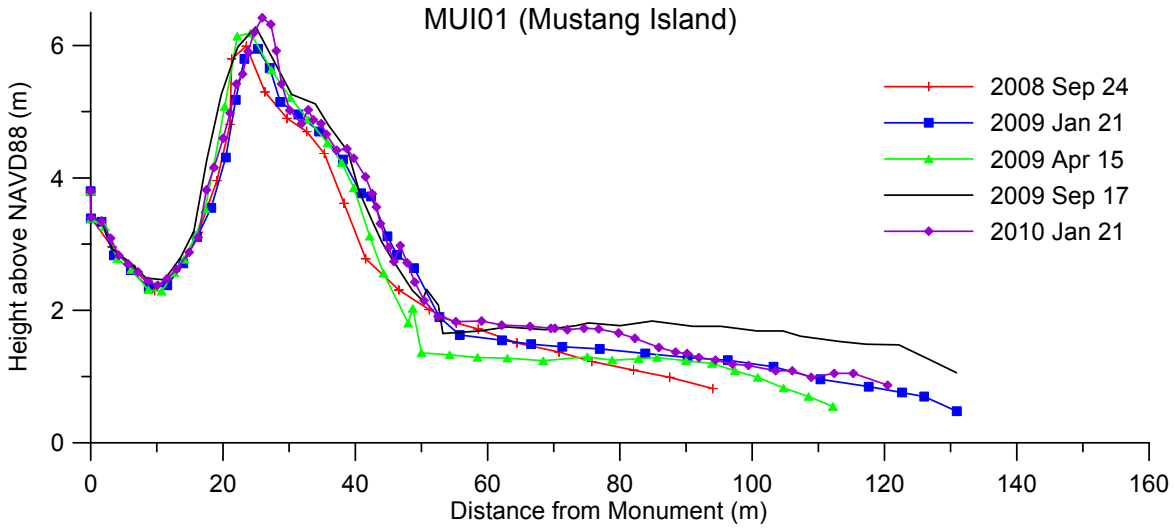
# MAT03 (Matagorda Peninsula)

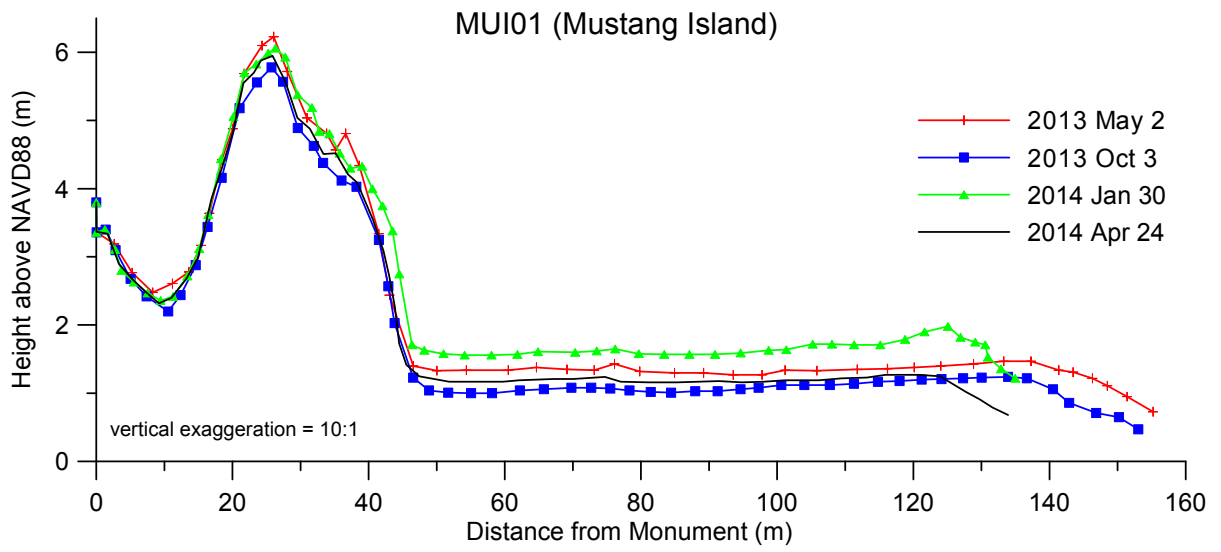


### MUI01 (Mustang Island)

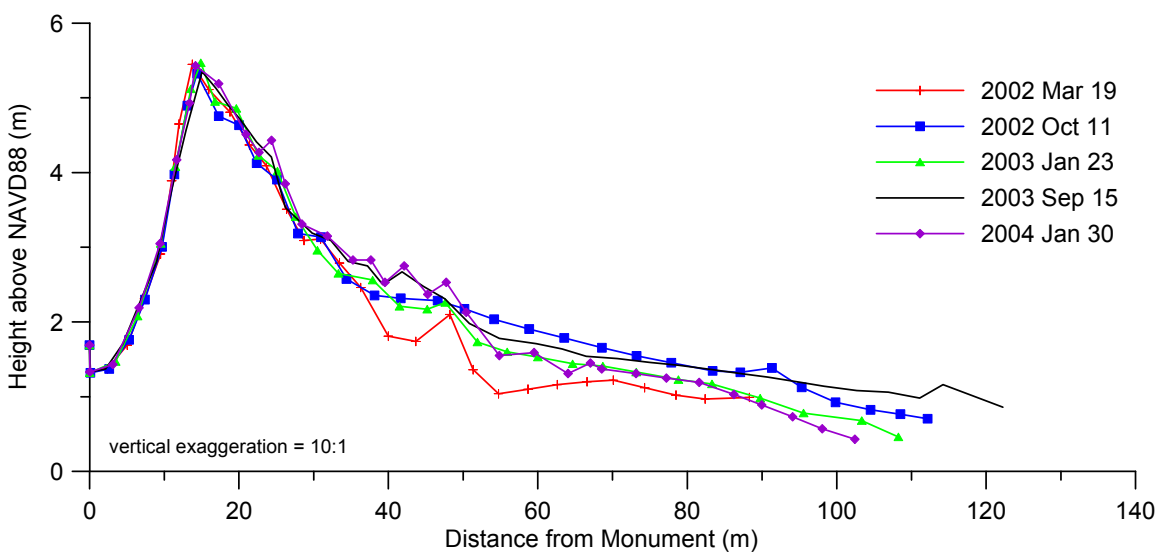
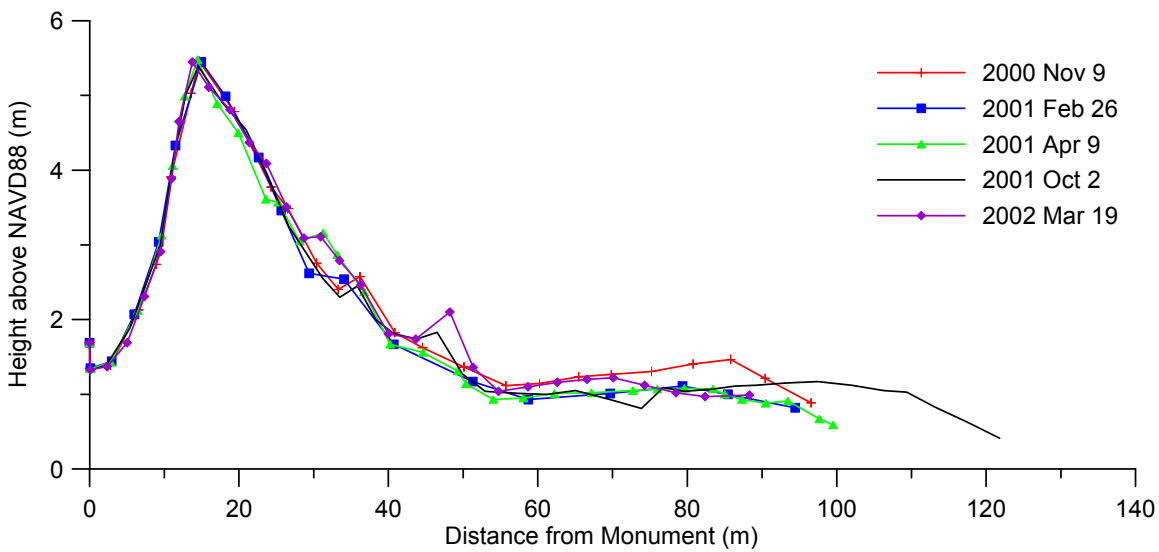




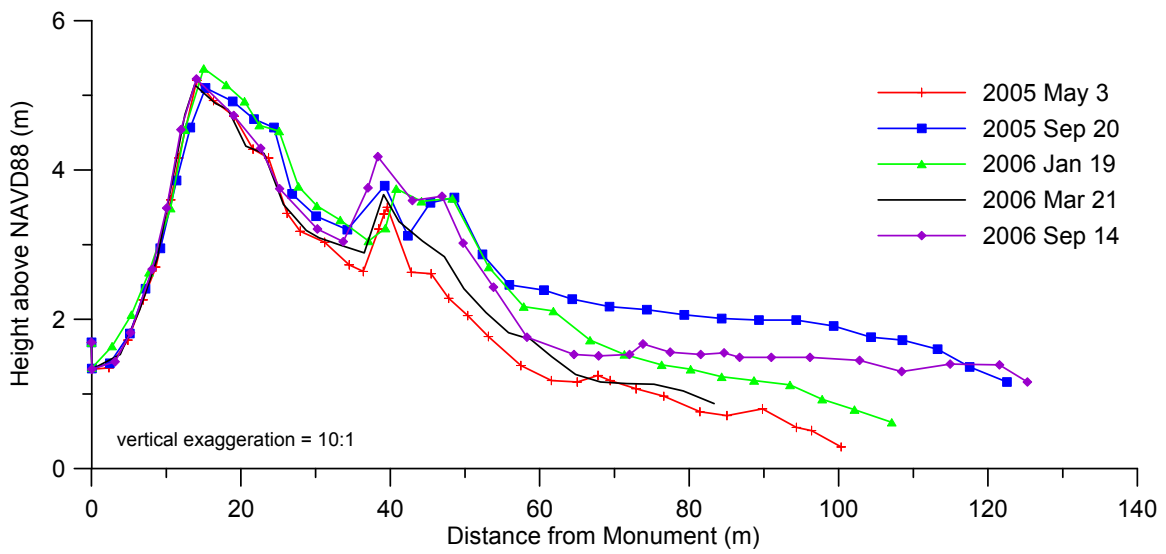
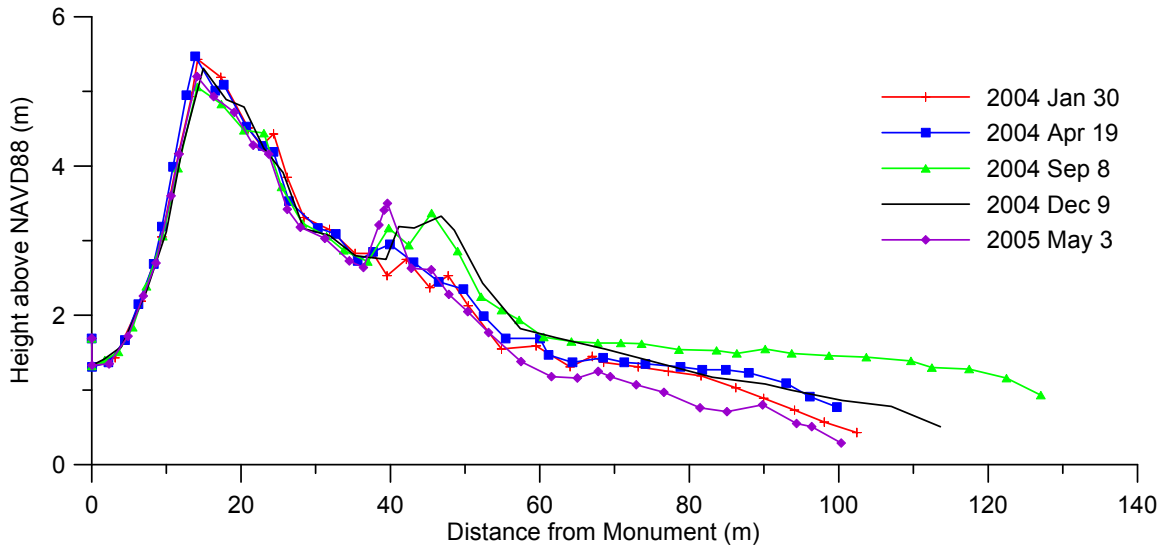




### MUI02 (Mustang Island State Park)

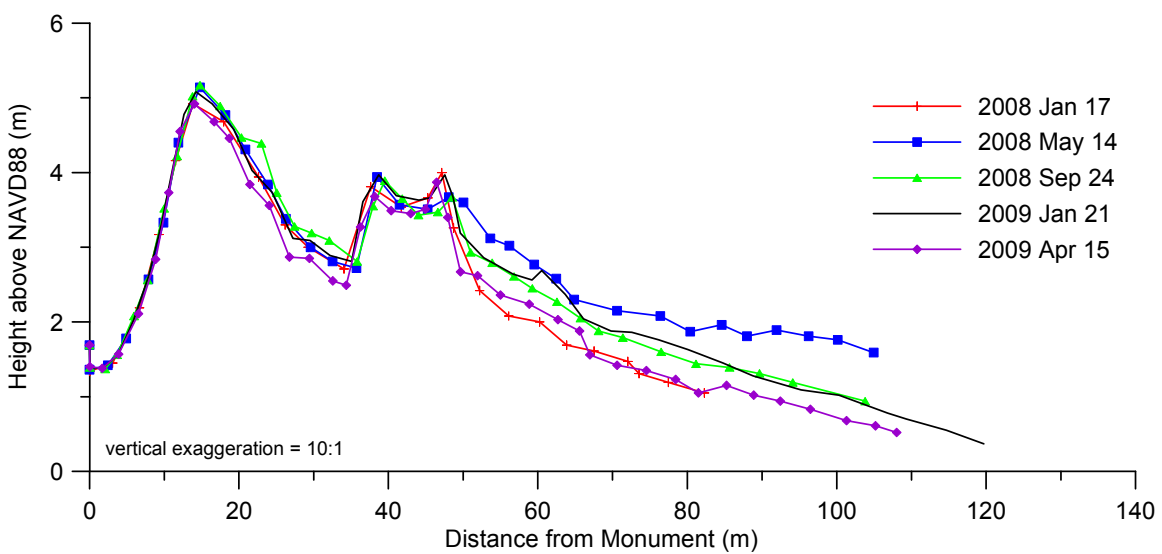
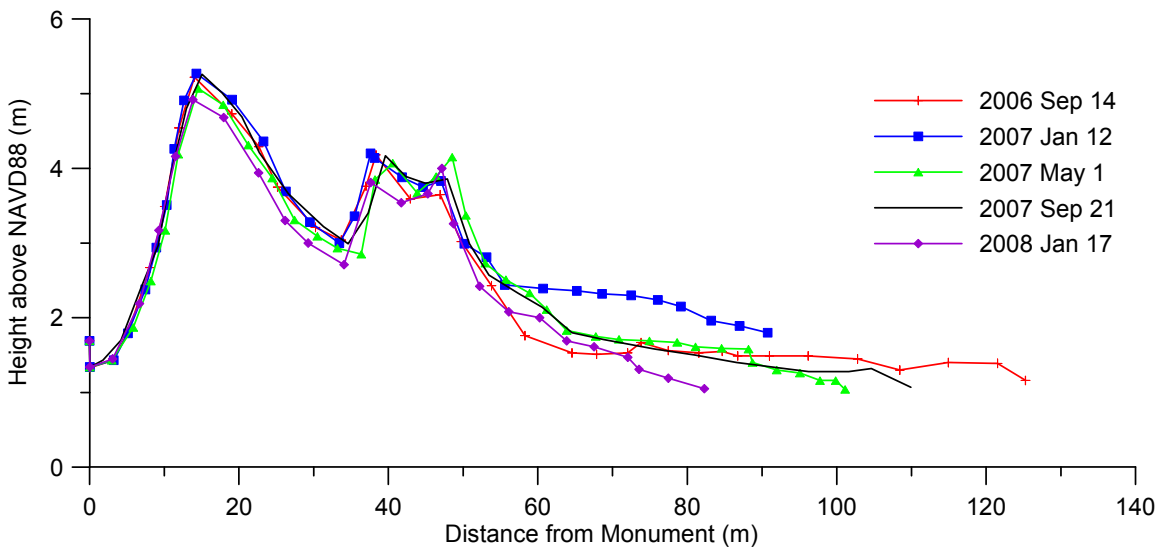


### MUI02 (Mustang Island State Park)

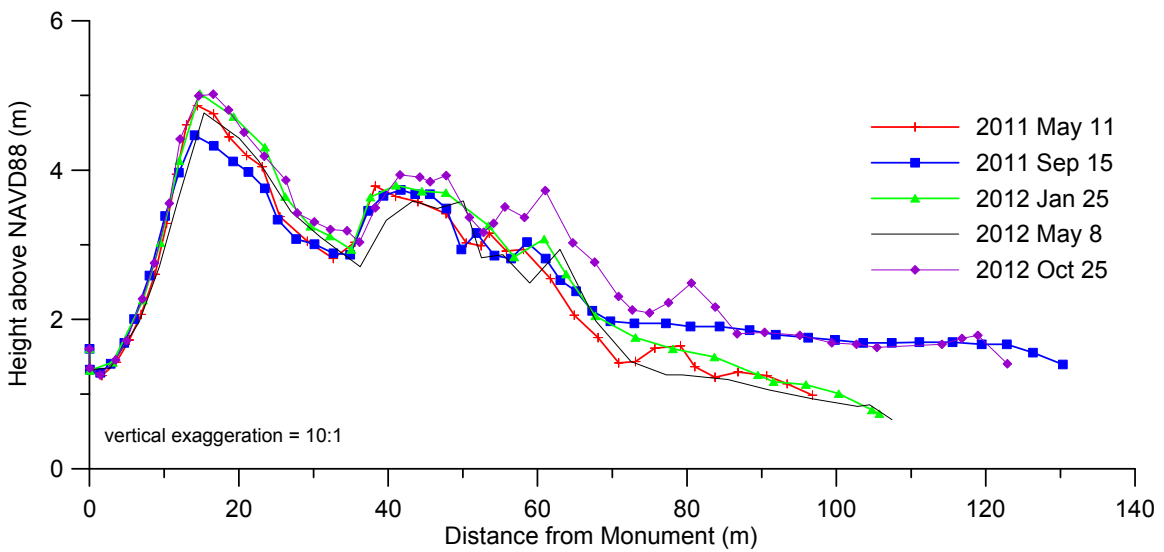
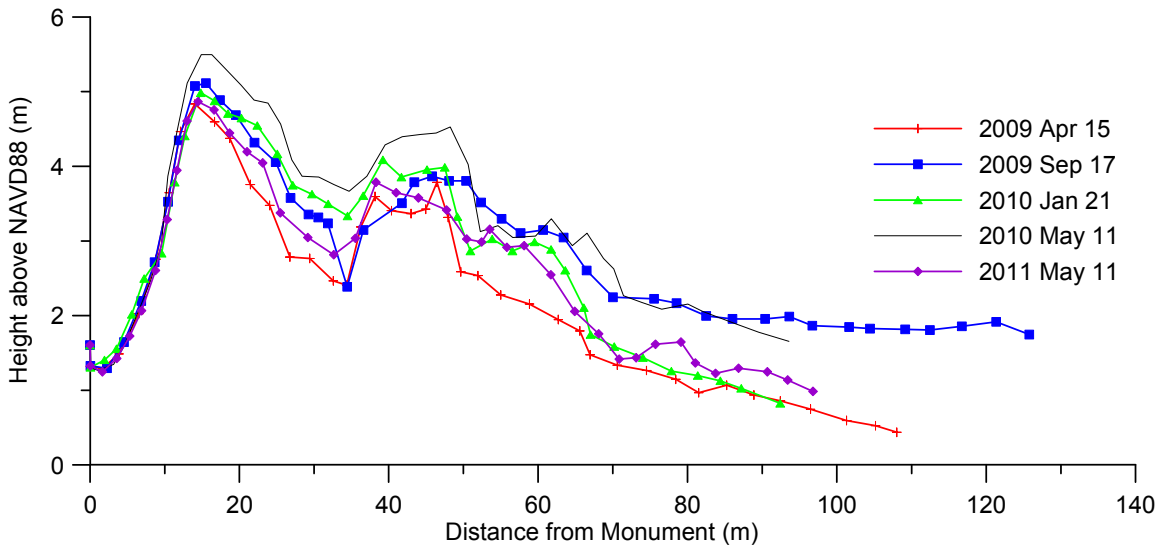




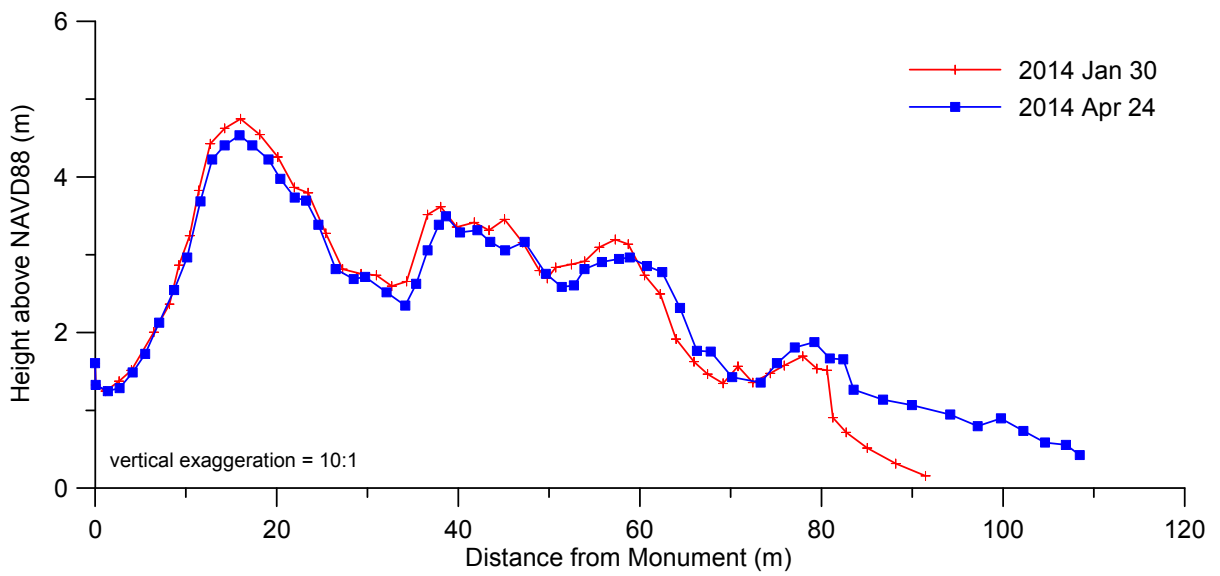
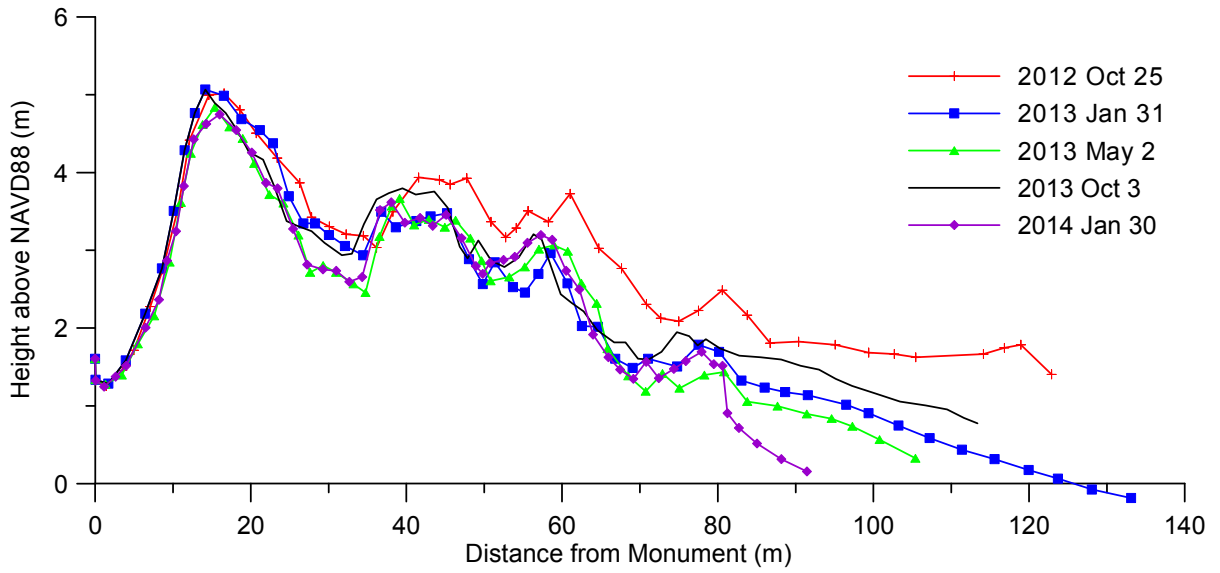
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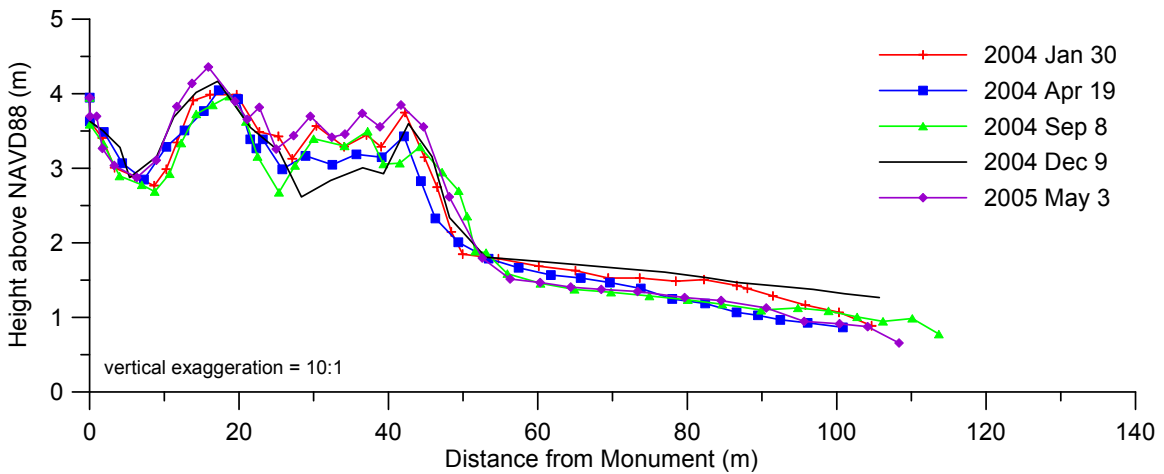
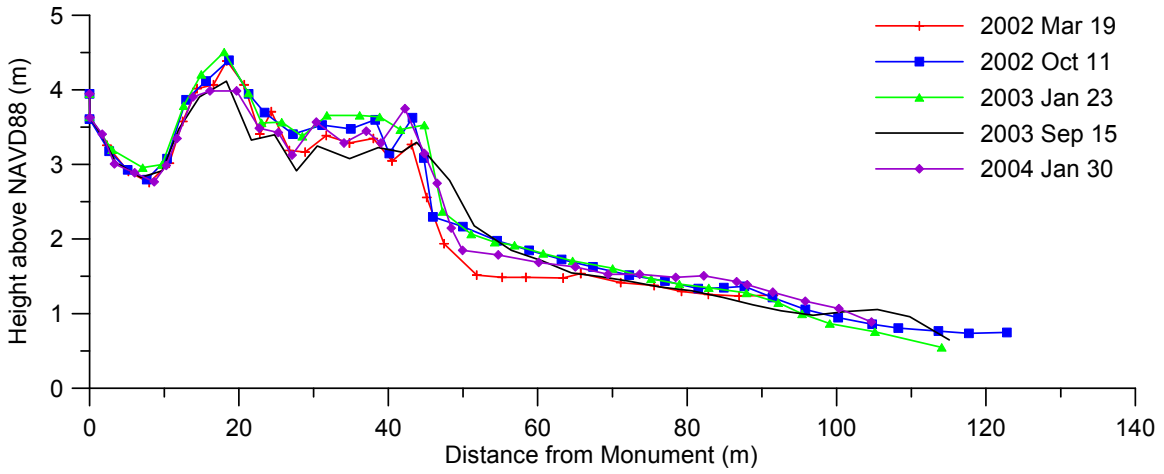
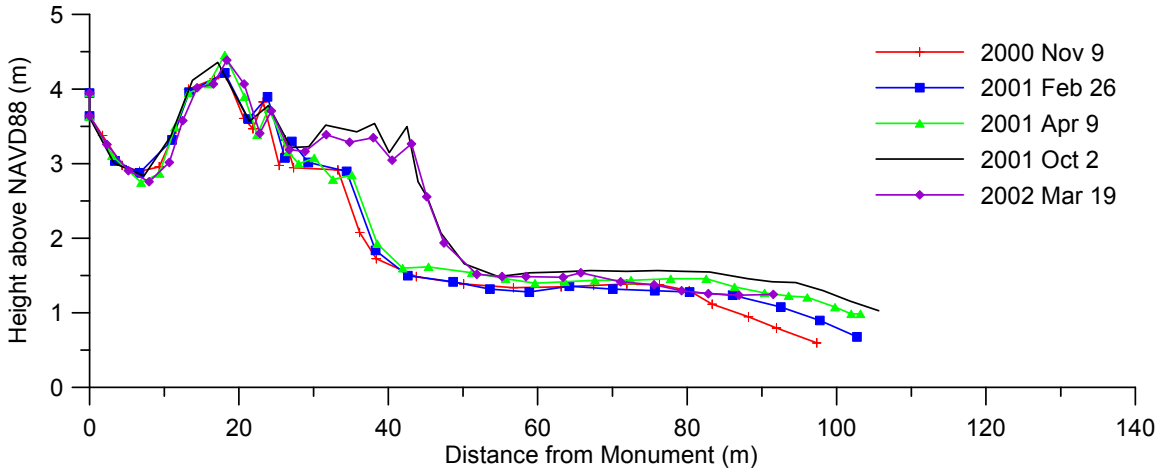
### MUI02 (Mustang Island State Park)



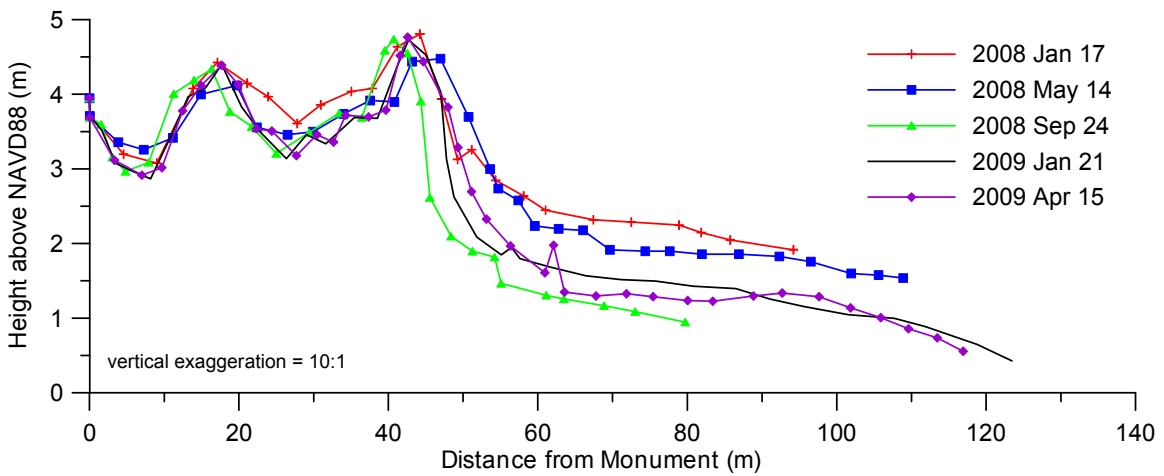
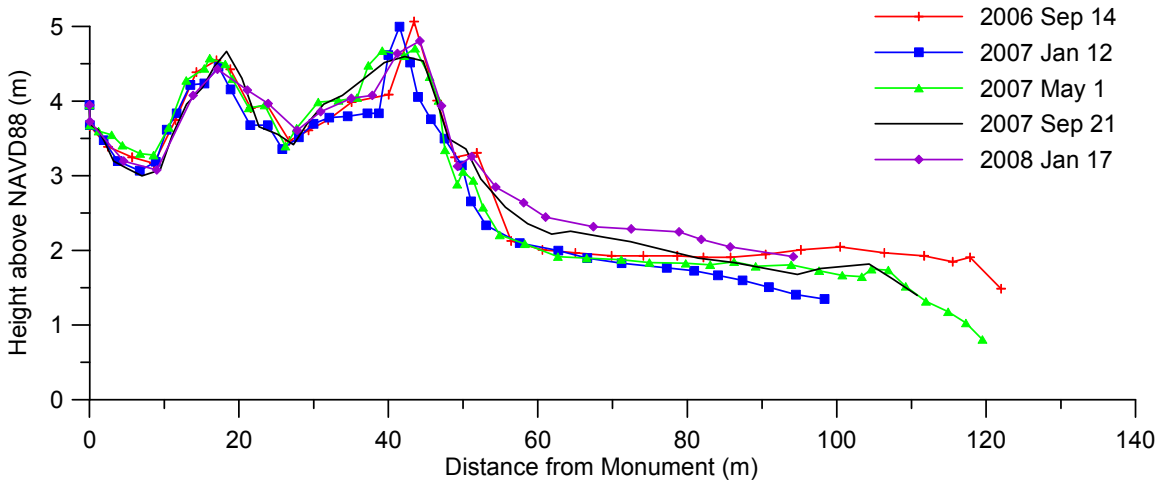
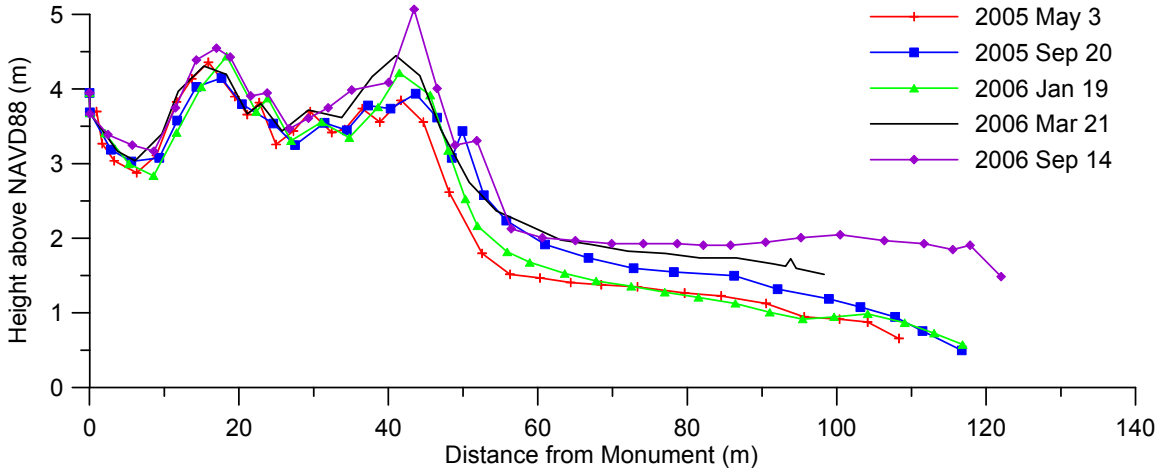
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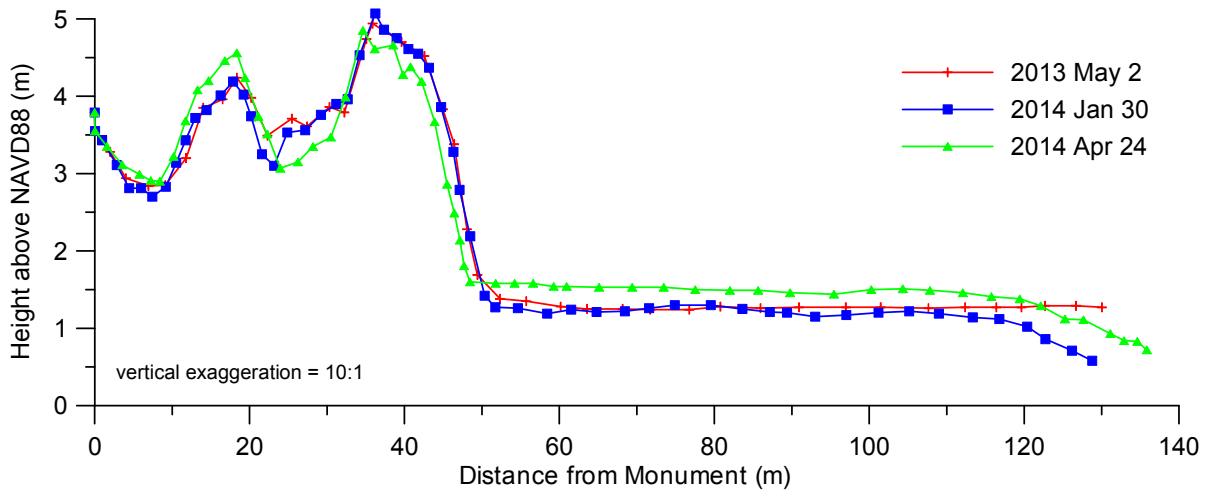
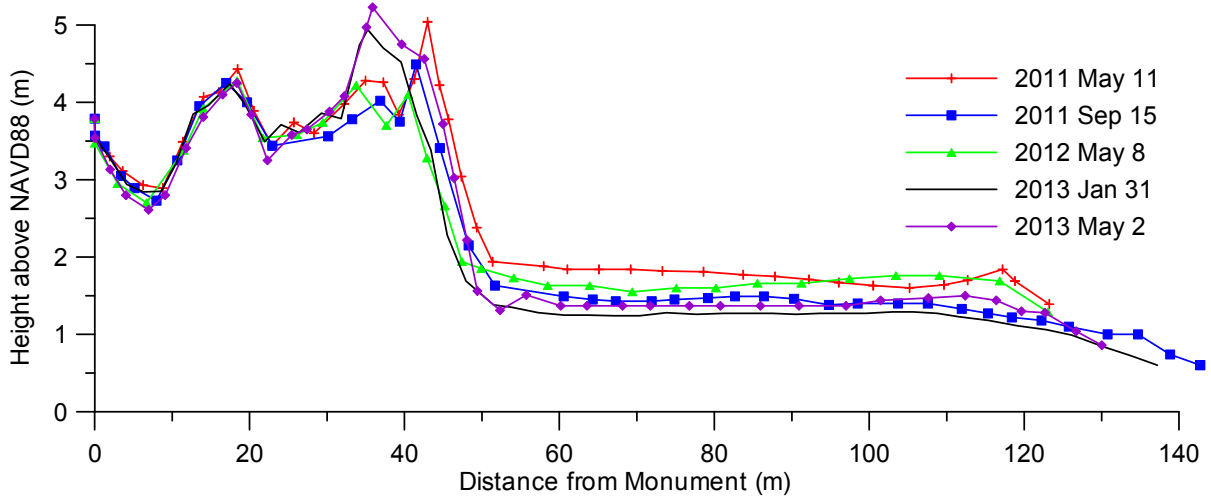
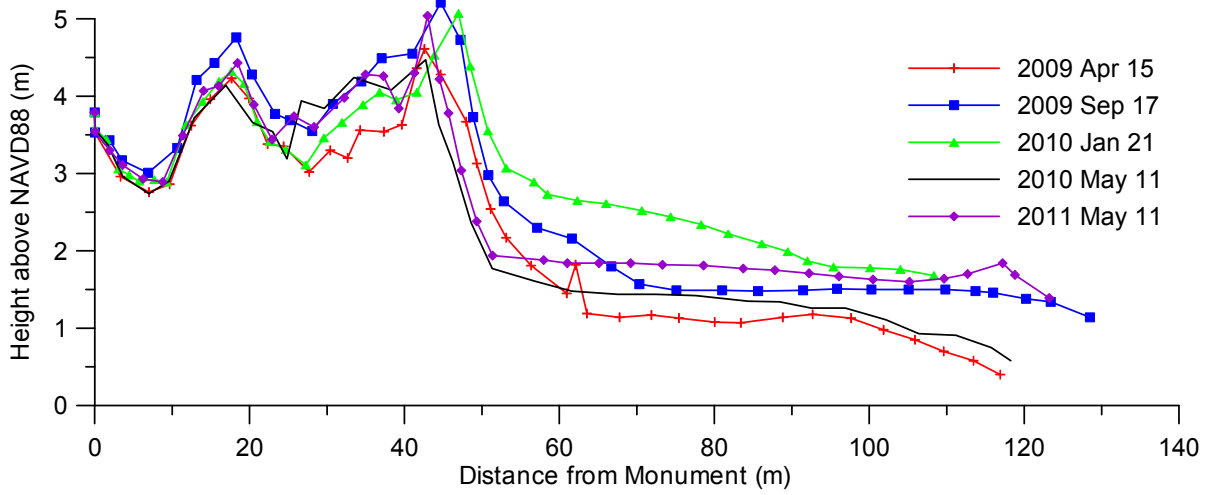
### MUI03 (Mustang Island)



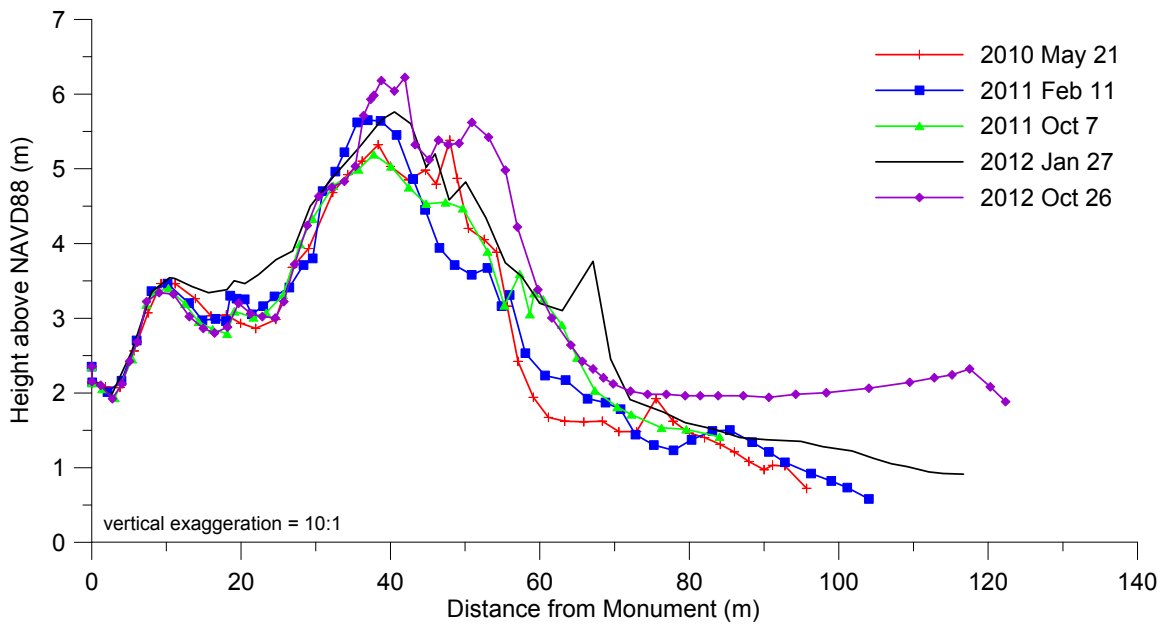
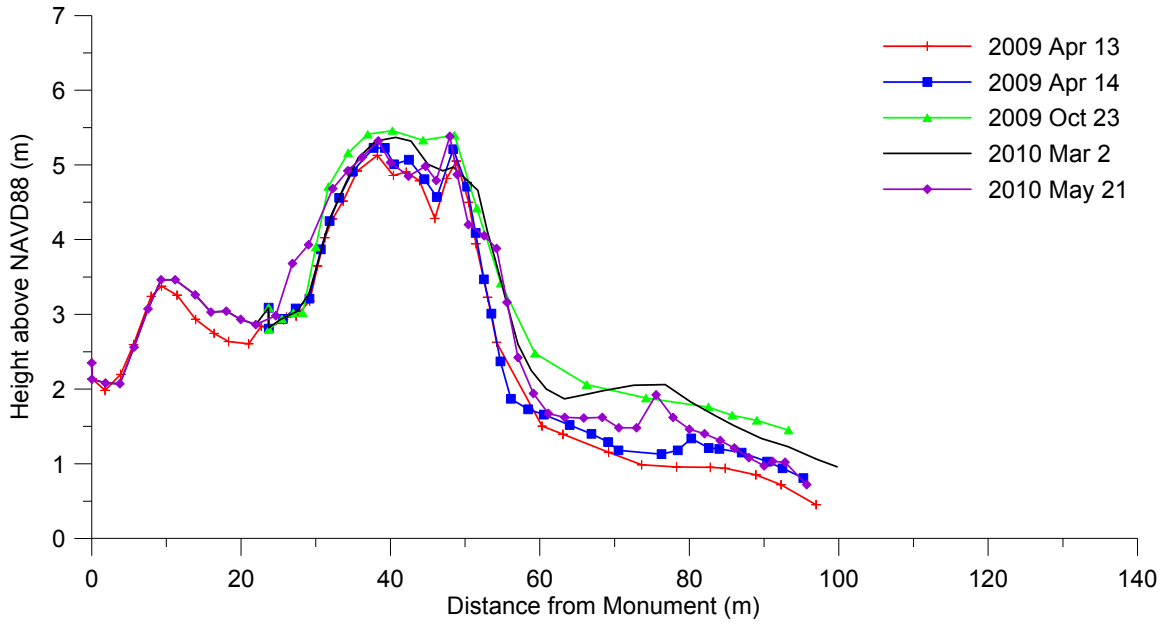
### MUI03 (Mustang Island)



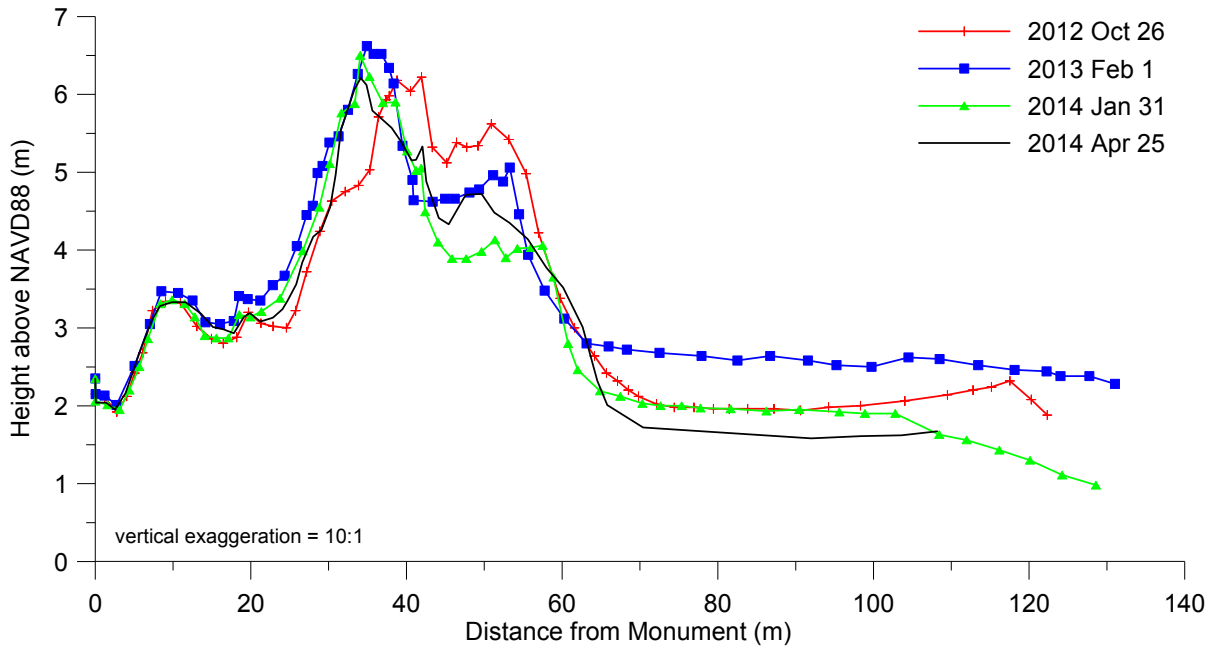
### MUI03 (Mustang Island)



### NPI08 North Padre Island

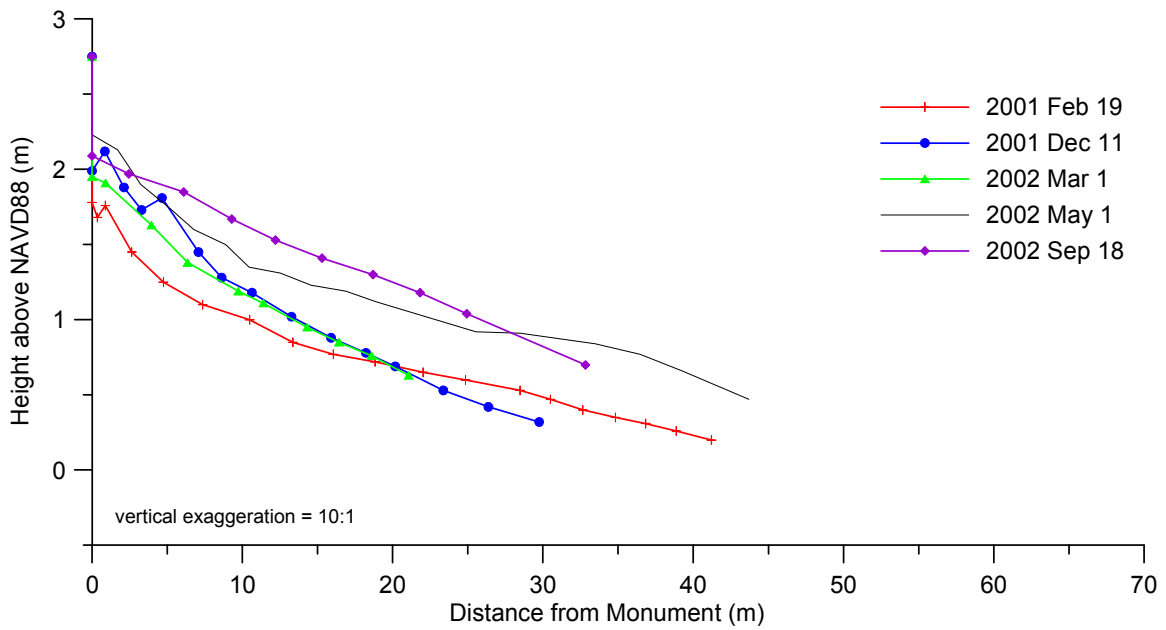
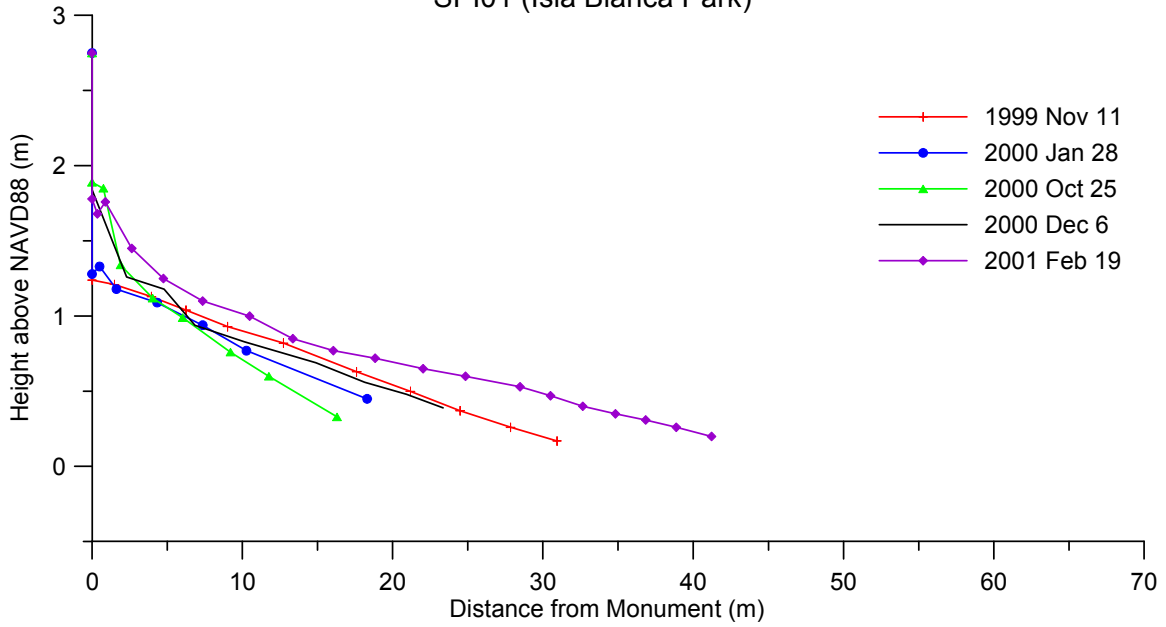


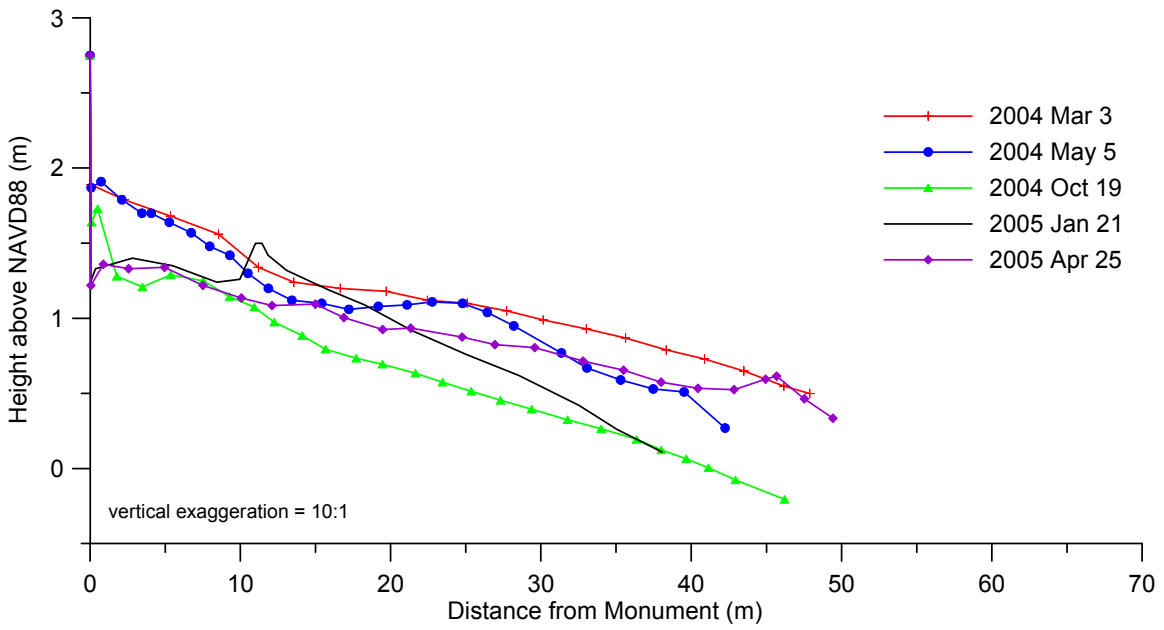
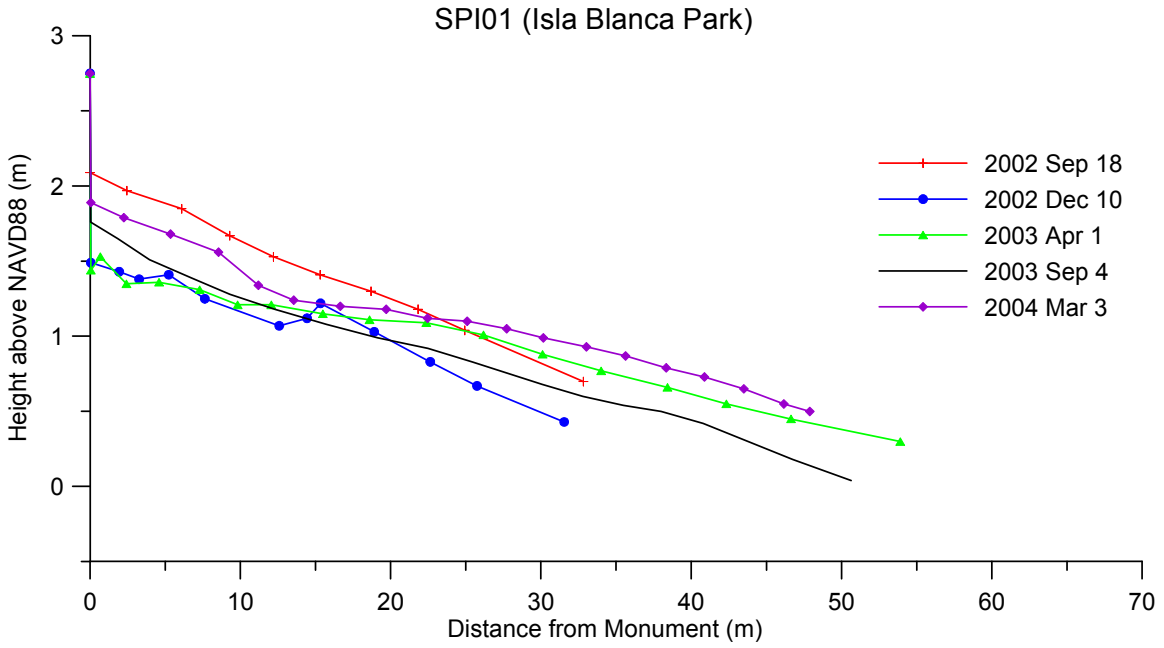
# NPI08 North Padre Island



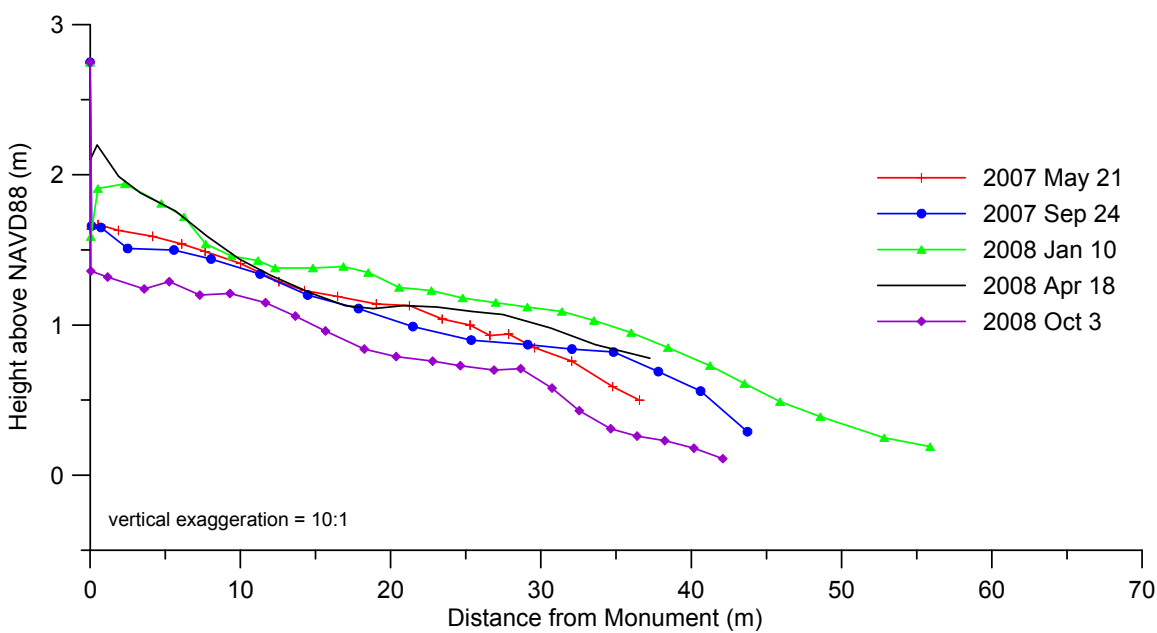
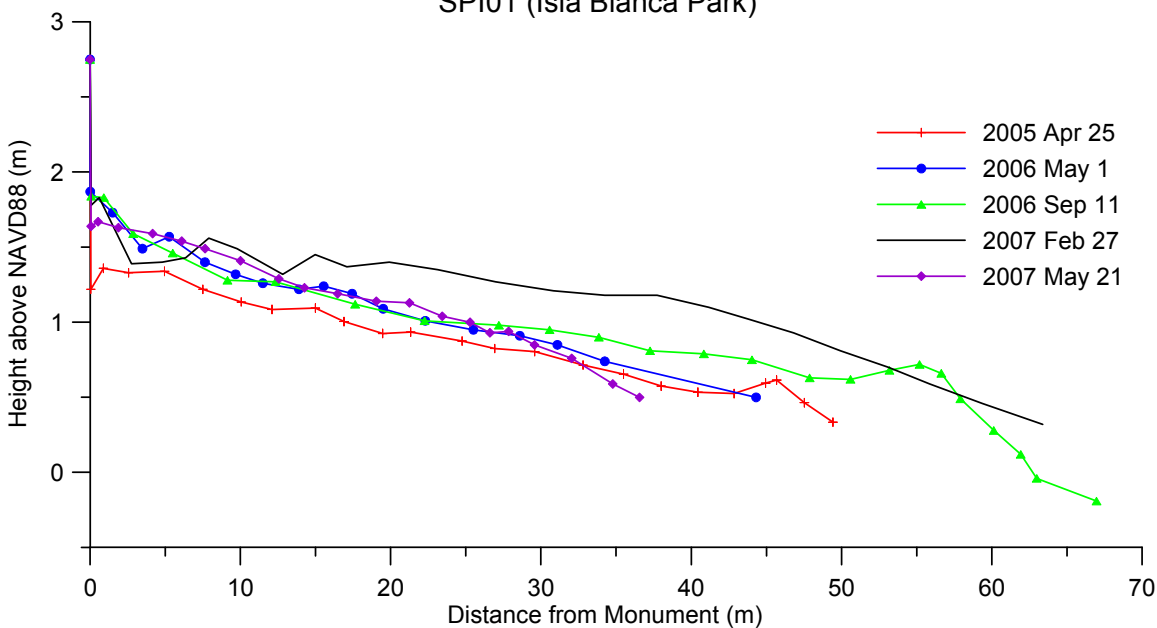


### SPI01 (Isla Blanca Park)

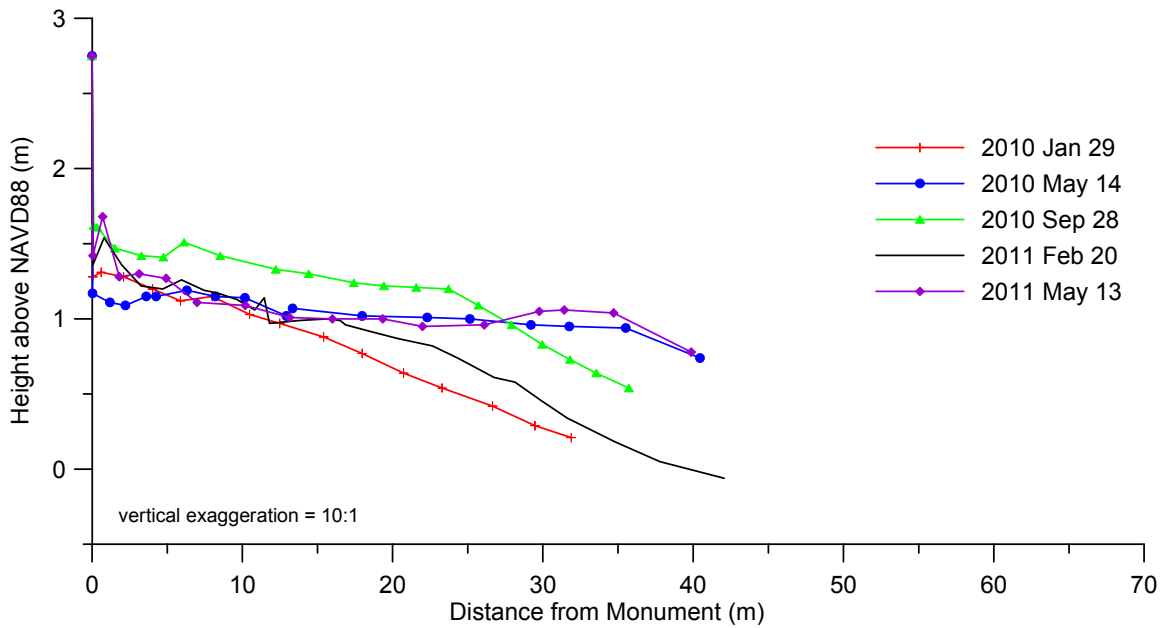
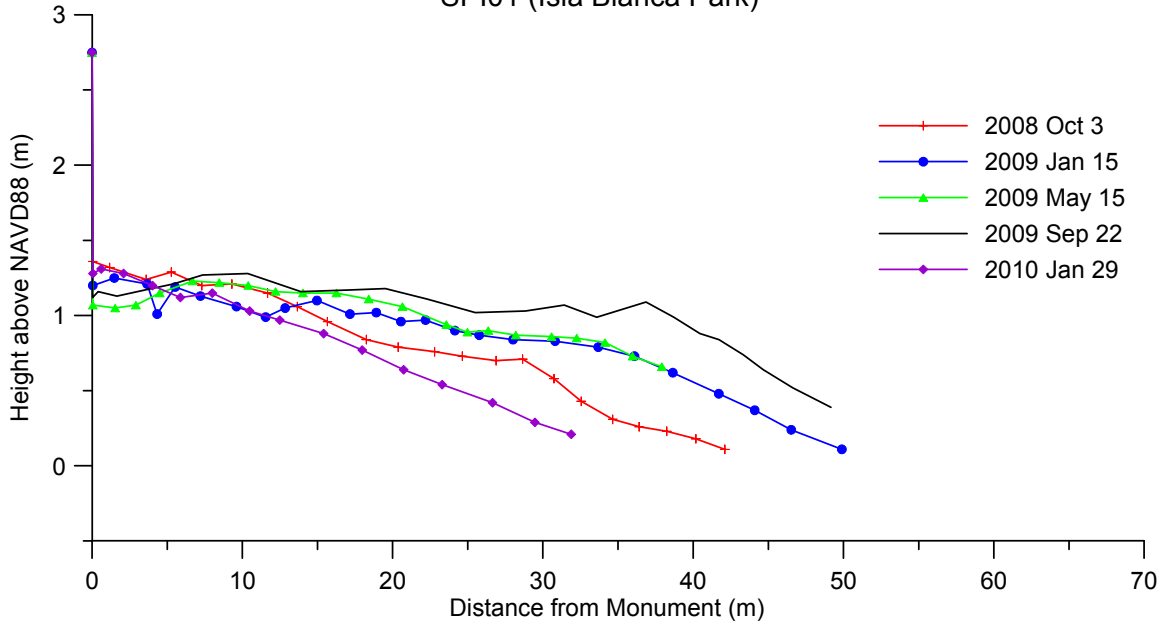




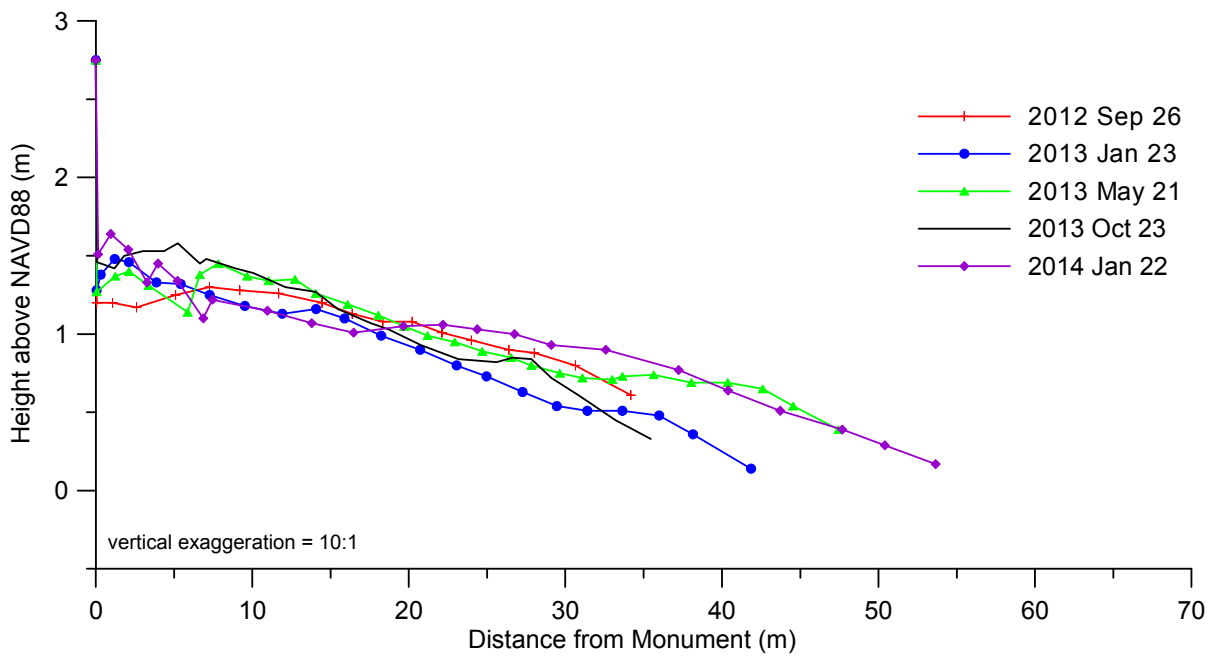
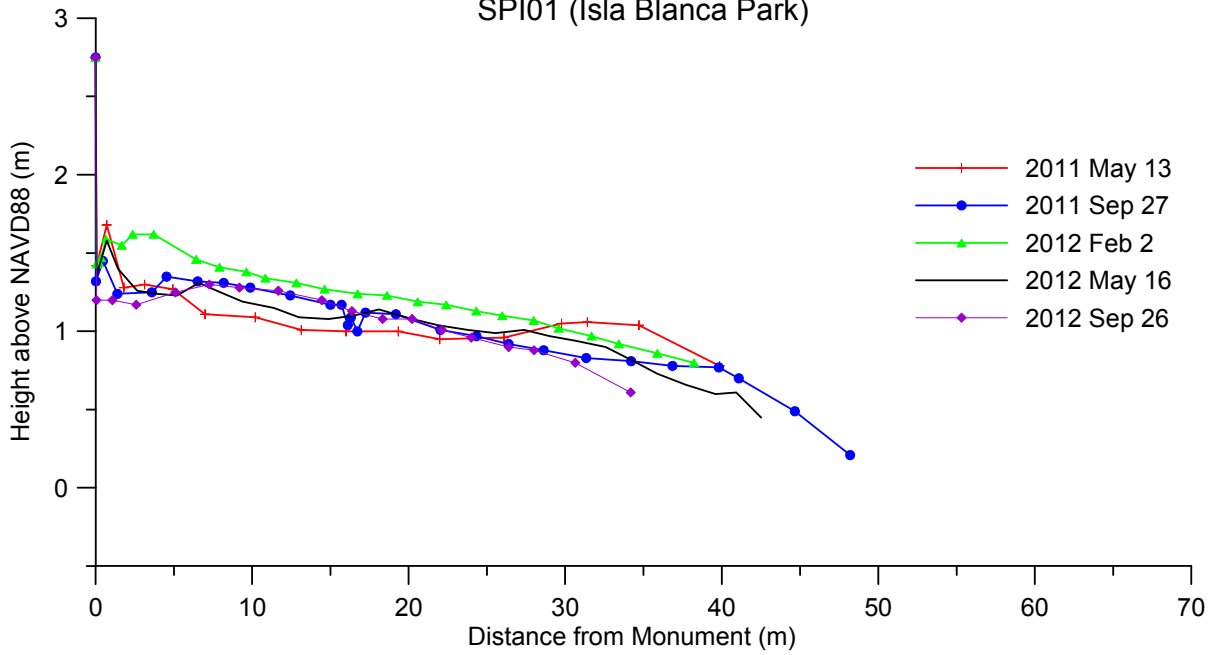
### SPI01 (Isla Blanca Park)

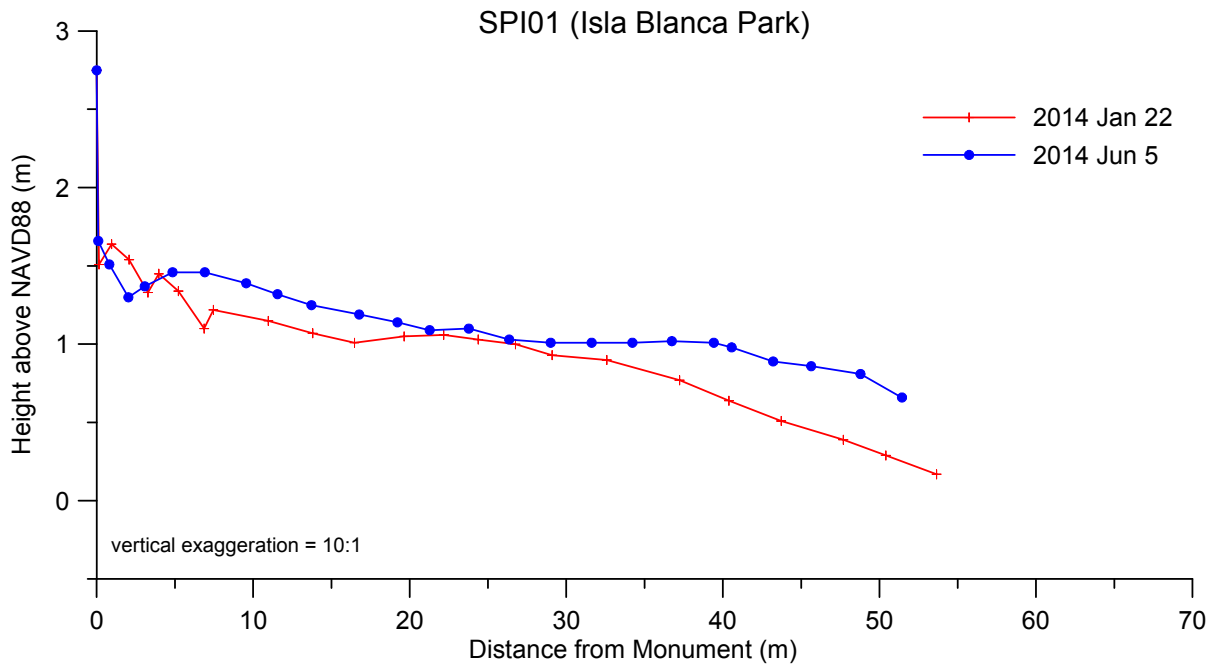


SPI01 (Isla Blanca Park)

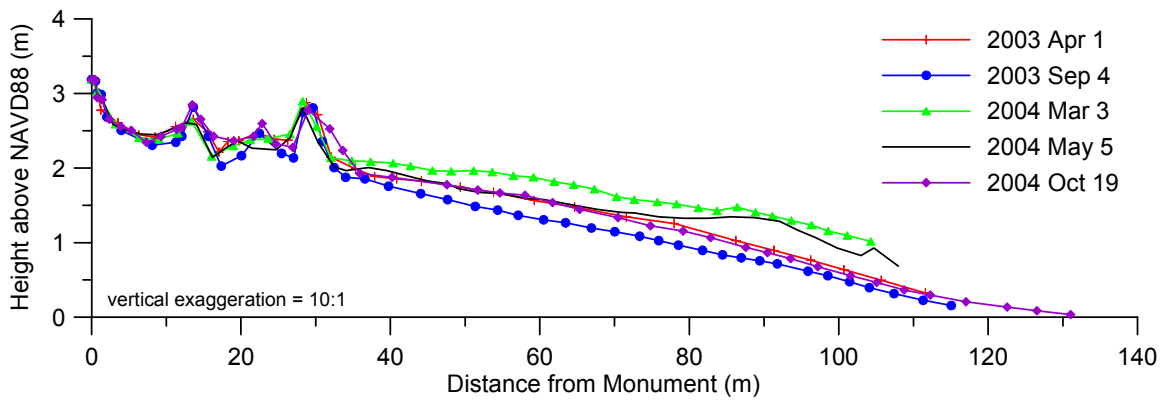
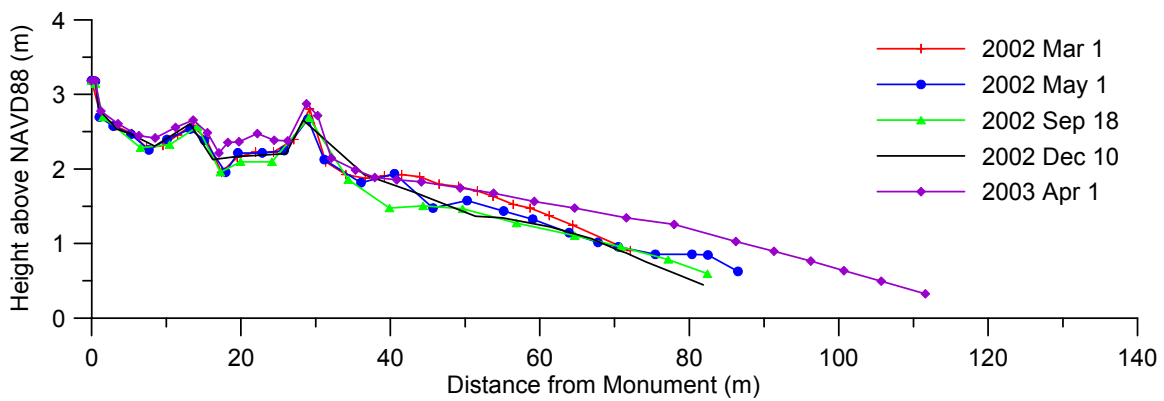
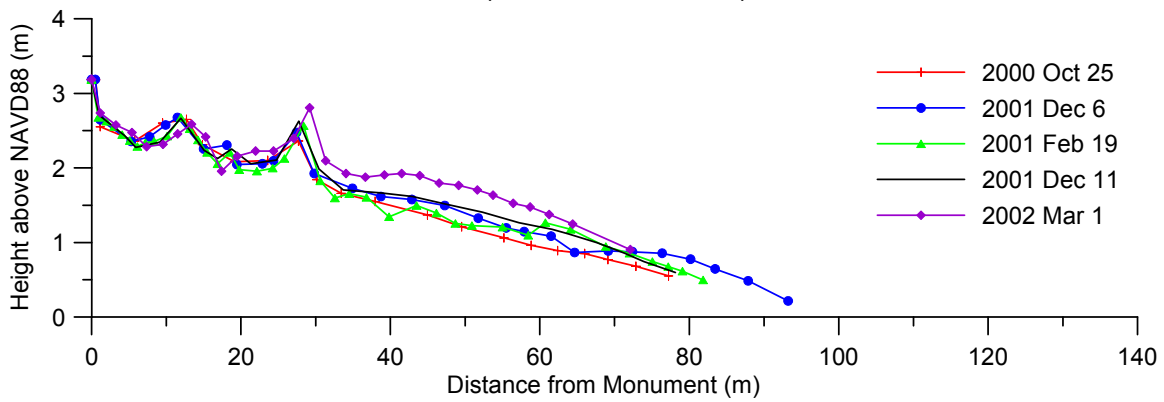


### SPI01 (Isla Blanca Park)

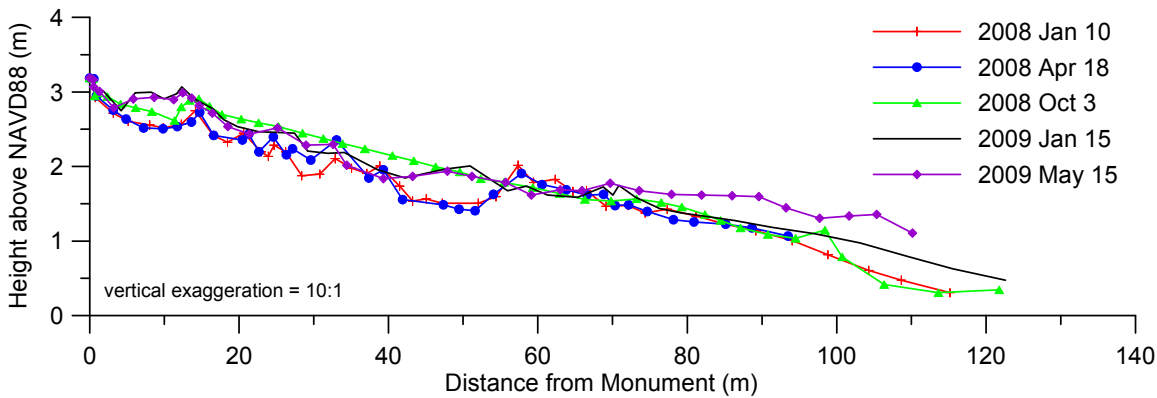
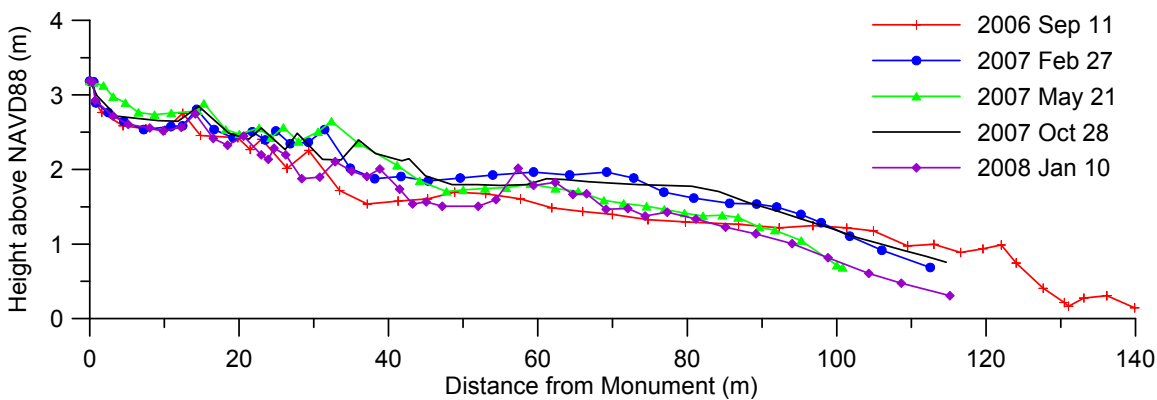
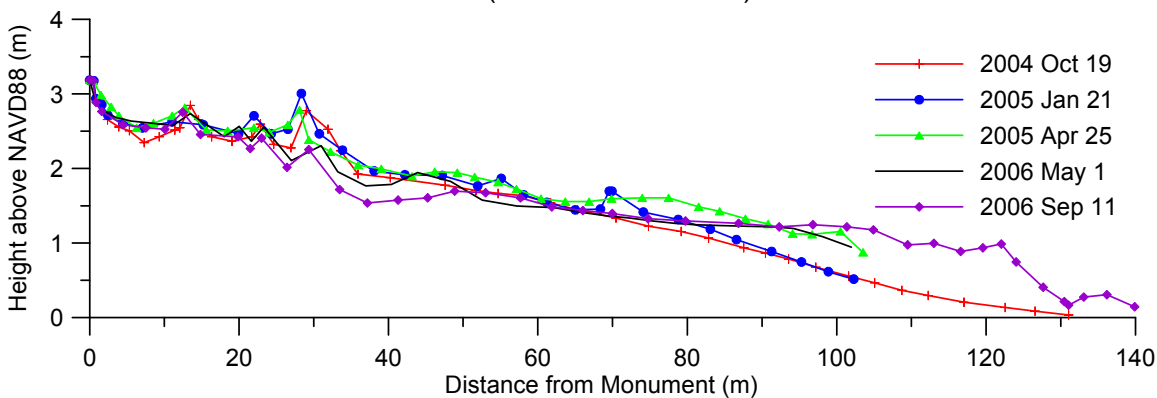




### SPI02 (South Padre Island)

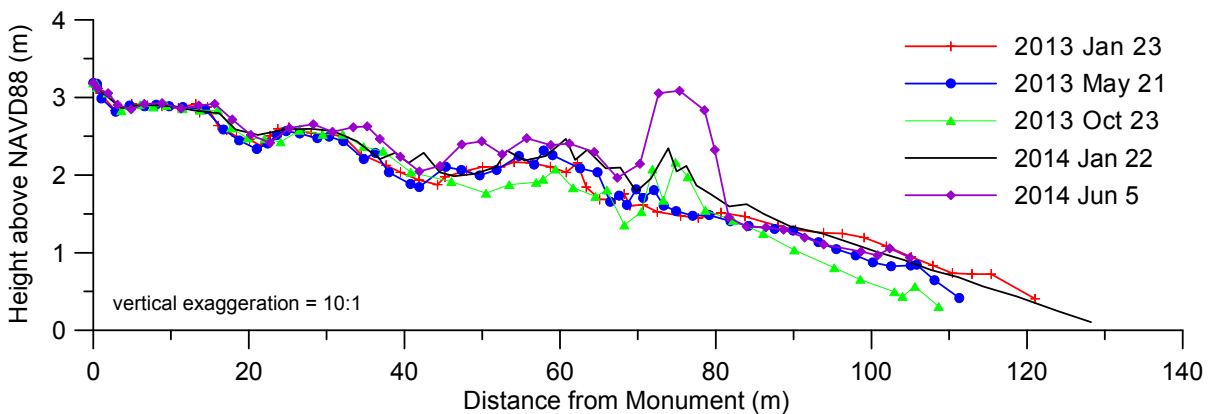
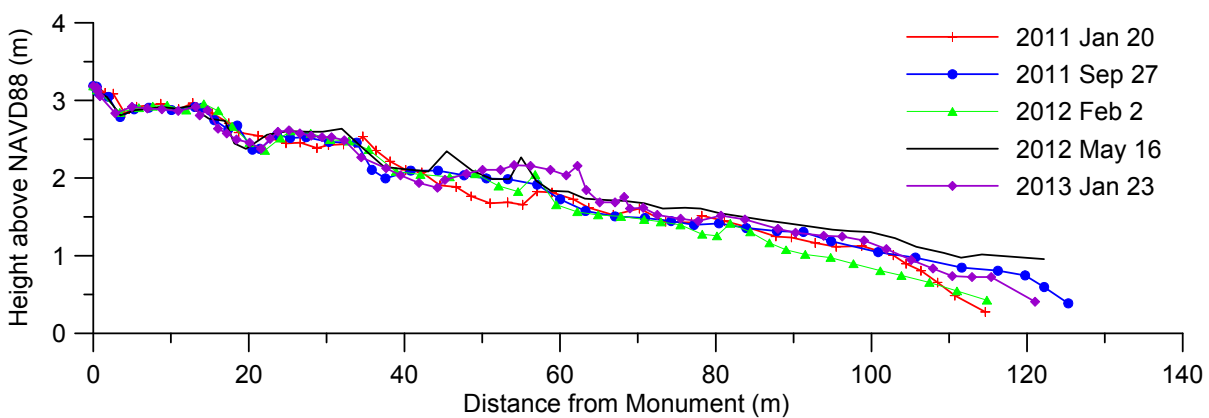
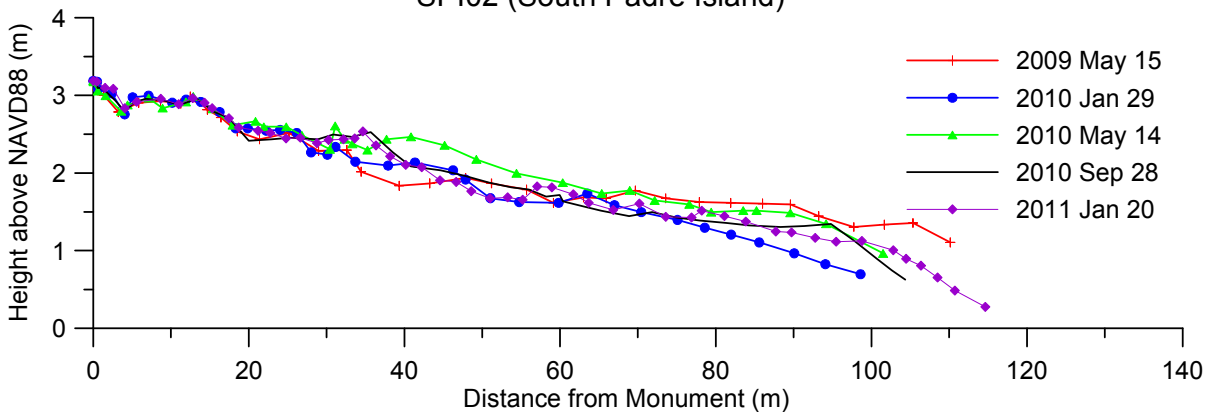


### SPI02 (South Padre Island)

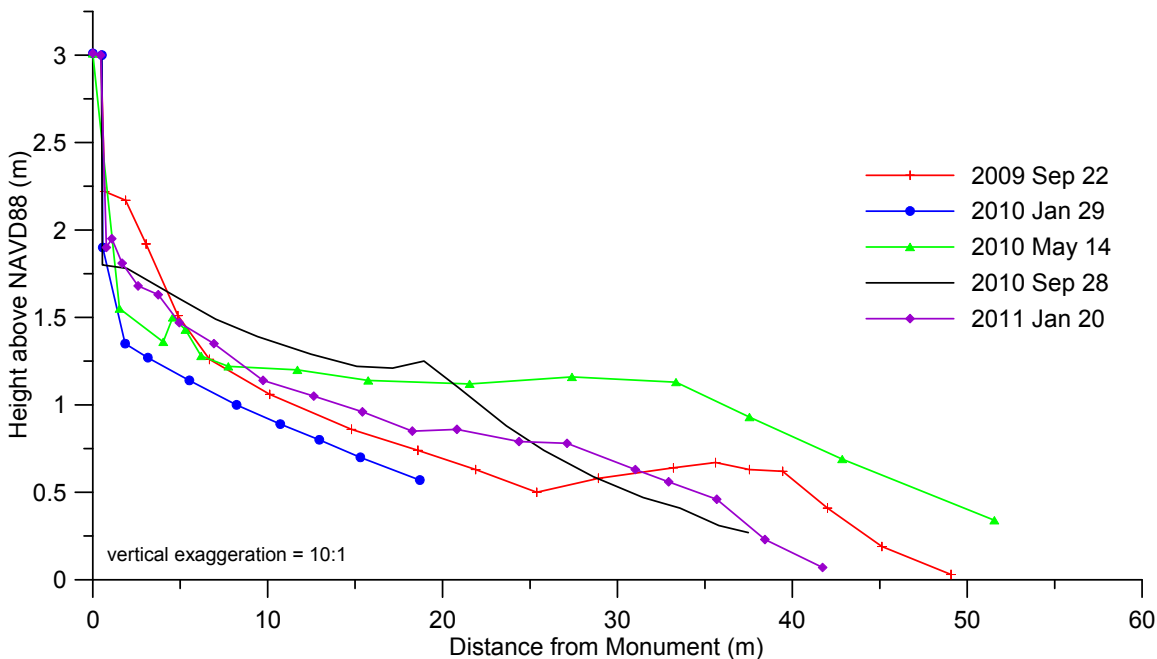
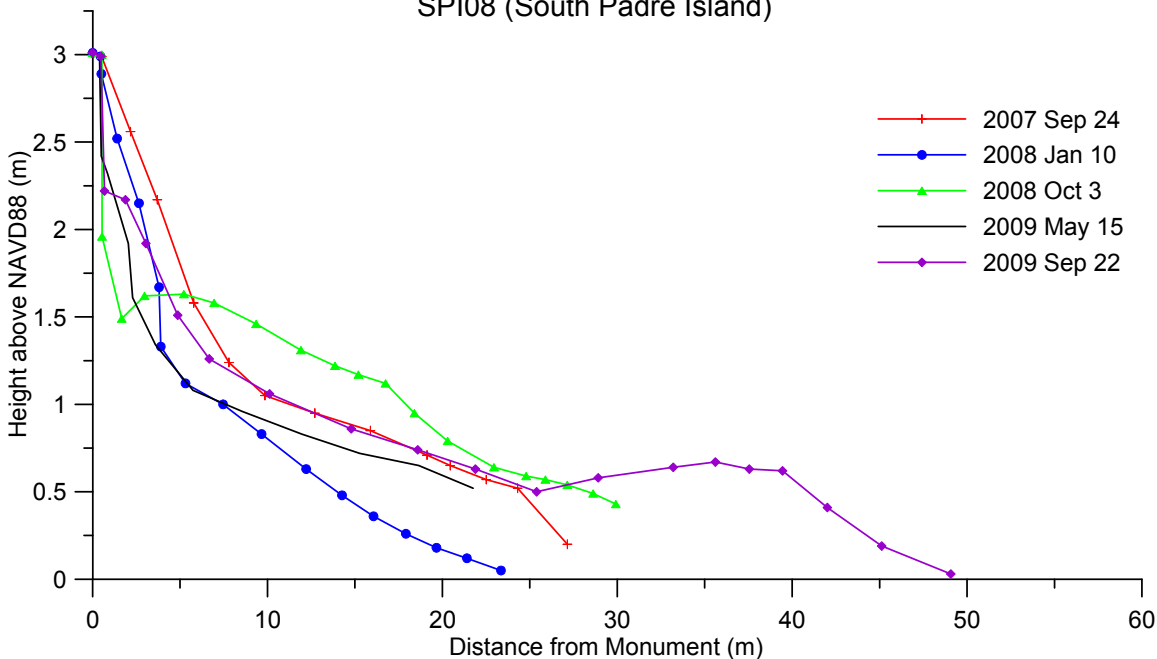




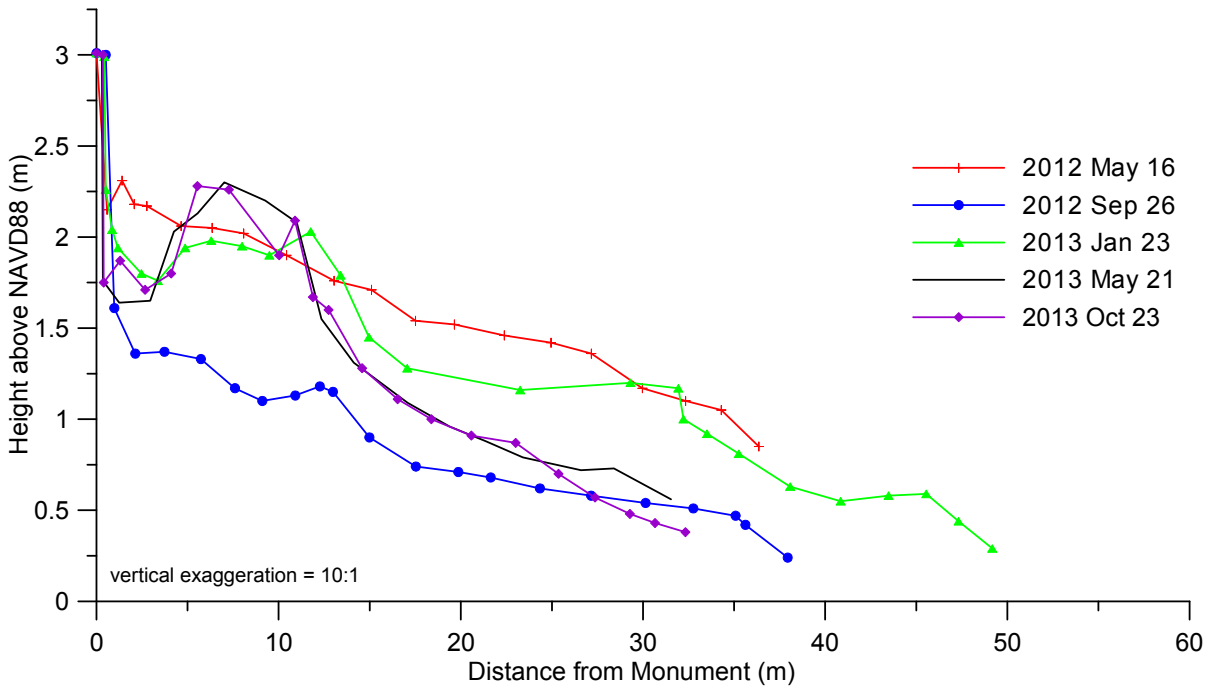
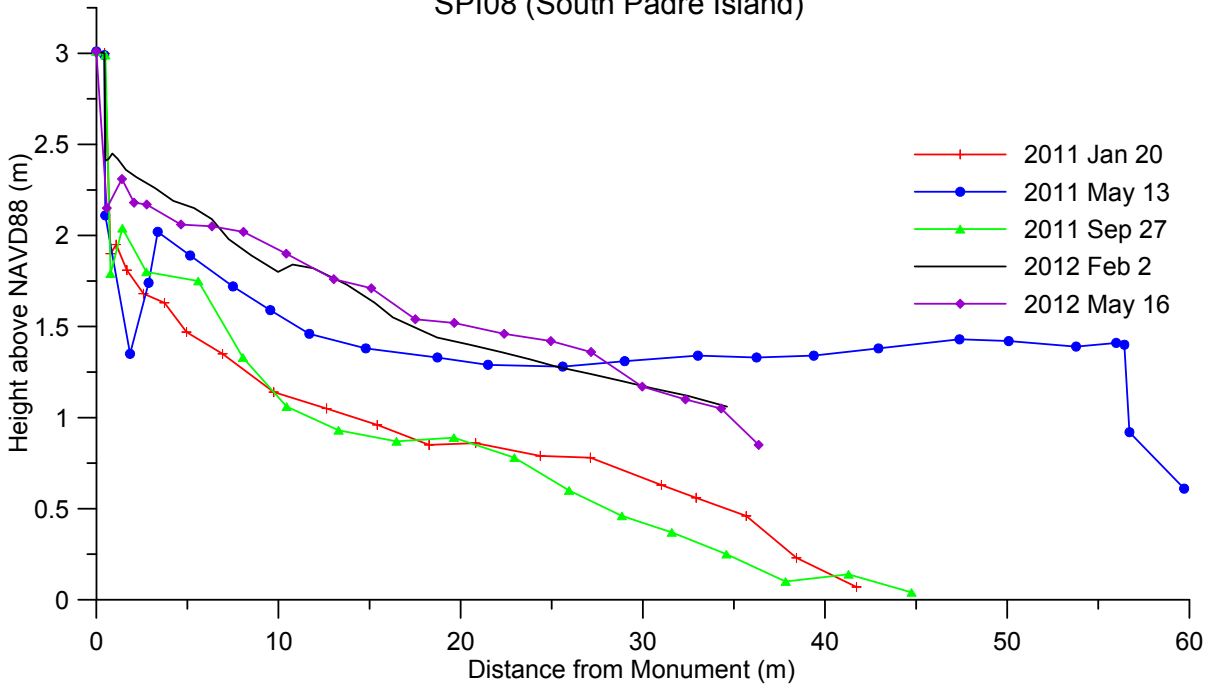
### SPI02 (South Padre Island)



### SPI08 (South Padre Island)



SPI08 (South Padre Island)



### SPI08 (South Padre Island)

