

# FINAL REPORT

## Texas High School Coastal Monitoring Program: 2015–2016

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### Bureau of Economic Geology

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June 2016



# F I N A L      R E P O R T

## Texas High School Coastal Monitoring Program: 2015–2016

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

**Tiffany L. Caudle**

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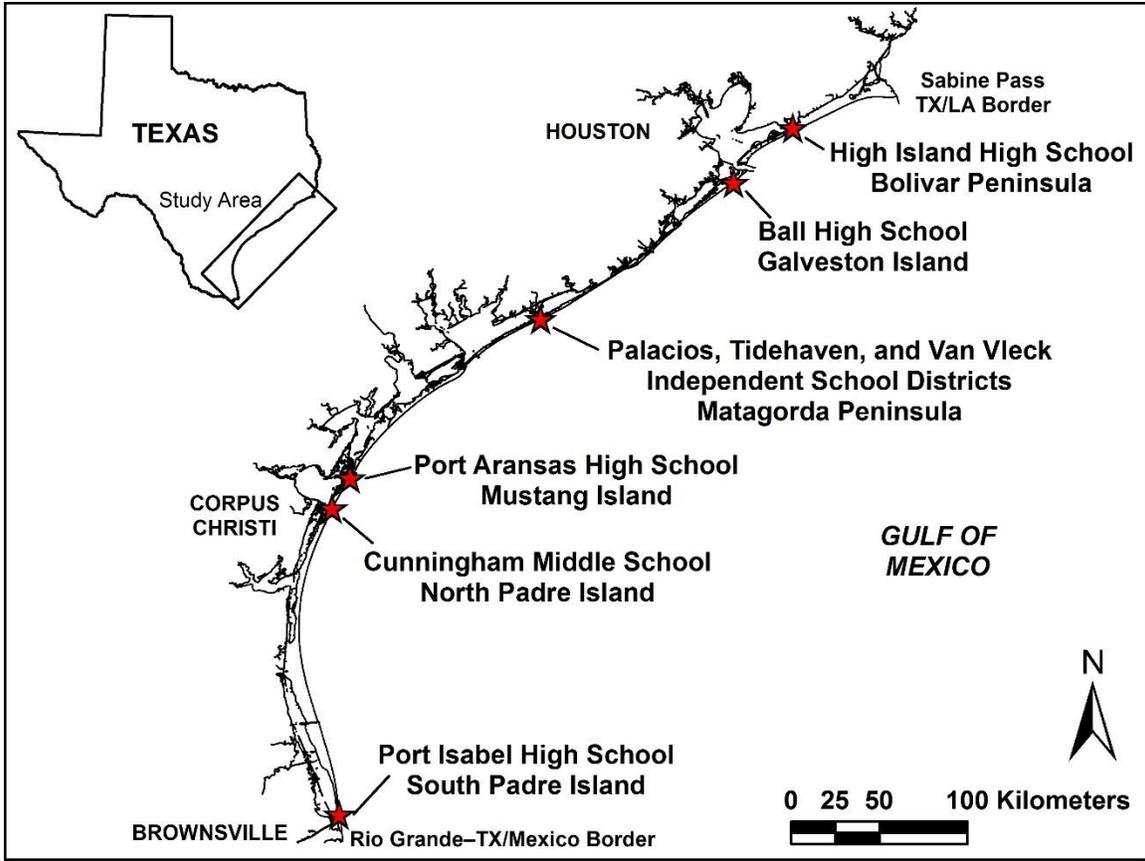
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## INTRODUCTION

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 2015–2016 academic year. During this time, Ball High School on Galveston Island completed its eighteenth year in the program, and Port Aransas and Port Isabel High Schools completed their seventeenth year (**fig. 1**). Through collaboration with the Lower Colorado River Authority, the program works with three schools in the Matagorda area: Tidehaven Middle School and Van Vleck High Schools completed their twelfth year in the program and Palacios High School completed its tenth year. Cunningham Middle School in the Corpus Christi Independent School District marked its eighth year in the program. High Island High School on Bolivar Peninsula joined THSCMP during the 2015–2016 academic year. All of the schools anticipate continuing with the program during the 2016–2017 academic year. Discussions of data collected by the students are included in this report. The program is also enhanced by a continuously updated website (<http://www.beg.utexas.edu/coastal/thscmp/>).



**Figure 1.** Location map of participating schools.

## PROGRAM DESCRIPTION

### Goals

The coastal monitoring program has three major goals:

- (1) *Provide 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. An article based upon the data THSCMP students collect has been submitted to the Journal of Coastal Research. A website (<http://www.beg.utexas.edu/coastal/thscmp/>) containing the latest information is central to the community outreach part of the project. Coastal residents can view the effects of a storm that strikes the upper coast 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 quasiperiodic 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 available on our 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.* GPS mapping provides measurements of the rate of change. Using a differential GPS receiver, students walk along the shoreline and vegetation line mapping these features for display on Geographic Information System software.
- (3) *Sediment samples.* Sediment samples show the dependence of sand characteristics on the various processes acting on the beach. 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.



**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, stopwatch, and tape measure. Students also take readings of shoreline and foredune orientation. From these measurements, they 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.

### Training

Bureau scientists provide teachers and students 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 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.



**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.

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

The web is central to the dissemination of data collected for this program. A UT-based website (<http://www.beg.utexas.edu/coastal/thscmp/>), implemented toward the end of the 1998–1999 academic year, 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. After Bureau scientists manage the data in an electronic database and evaluate it in light of coastal management problems, they then make it available to the public.

## **STUDENT, TEACHER, AND SCIENTIST INTERACTIONS DURING THE 2015–2016 ACADEMIC YEAR**

In 1997, BEG researchers developed a pilot beach-monitoring program with Ball High School on Galveston Island. THSCMP has since expanded several times to now include a total of eight schools (Table 1). Expansion of the program has not only increased the number of high schools in THSCMP but also introduced middle school students, who make the same field measurements and observations as the high school students. Students in the program are enrolled in classes such as physics, environmental science, biology, aquatic science, and general science.

Table 1. Schools involved in THSCMP.

<b>School</b>	<b>Location</b>	<b>Year Started</b>
Ball HS	Galveston Island	1997
Cunningham MS	North Padre Island	2009
High Island HS	Bolivar Peninsula	2016
Palacios HS	Matagorda Peninsula	2006
Port Aransas HS	Mustang Island	1999
Port Isabel HS	South Padre Island	1999
Tidehaven MS	Matagorda Peninsula	2005
Van Vleck HS	Matagorda Peninsula	2005

BEG researchers work with the same teachers each academic year. Researchers communicate directly with teachers to schedule field trips in the fall (September or October), winter (January or February), and spring (April or May). The teacher arranges transportation to the study sites (bus or SUV, depending on class size) and a substitute teacher to cover his or her classroom for the day. In order to encourage school districts to continue participation in THSCMP, project support provides funding to cover the cost of student transportation and substitute teachers. A stipend is also provided to the participating teachers.

The most heavily used segments of the Texas coast are now monitored two or three times a year (Figure 1). Students monitor beaches, dunes, and vegetation lines from

the following sandy barrier islands and peninsulas: Bolivar Peninsula, Galveston Island, Matagorda Peninsula, Mustang Island, and North and South Padre Islands. Staff from the Lower Colorado River Authority (LCRA) at Matagorda Bay Nature Park help facilitate field trips on Matagorda Peninsula.

A Bureau scientist visited each school at least once, coinciding with the first field trip of the academic year. During field trips, scientists discussed coastal issues pertaining to the area that the students were visiting, coastal issues concerning the entire State of Texas, and careers in science. These visits served not only to enhance scientific instruction but also to give 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 beach profile while the others collected data on weather and waves or conducted a GPS survey of the shoreline and vegetation line. Team members had specific tasks; 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 four- to seven-member teams works well. Aside from conducting the beach profile and measuring processes and the shoreline, additional 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. Adding middle-school students to the program has changed our approach to working with students only slightly. For example, Matagorda area

schools, which collect data on Matagorda Peninsula, collect data from only one monitoring site. Because of the distance from the schools to the beach (around 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, and so on). 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 (such as seine and cast nets) 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 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.

The following sections detail specific activities at each school.

### **Ball High School**

Dr. Daniel Hochman's AP Environmental Science classes at Ball High School participated in field trips on October 7, 2015; February 4, 2016; and May 17, 2016. Students conducted surveys at Galveston Island State Park, BEG02 (**fig. 4**)—a profile that the Bureau has been measuring since the 1980's. Ball High School students also started collected data at two new locations JAM02 in Jamaica Beach

and DEL01 at the Dellanera RV Park. Both of these sites will monitor beach nourishment and Coastal Erosion Planning and Response Act (CEPRA) beach and dune restoration activities. Bureau scientist Tiffany Caudle accompanied the class on all field trips and provided further training and background information to students.

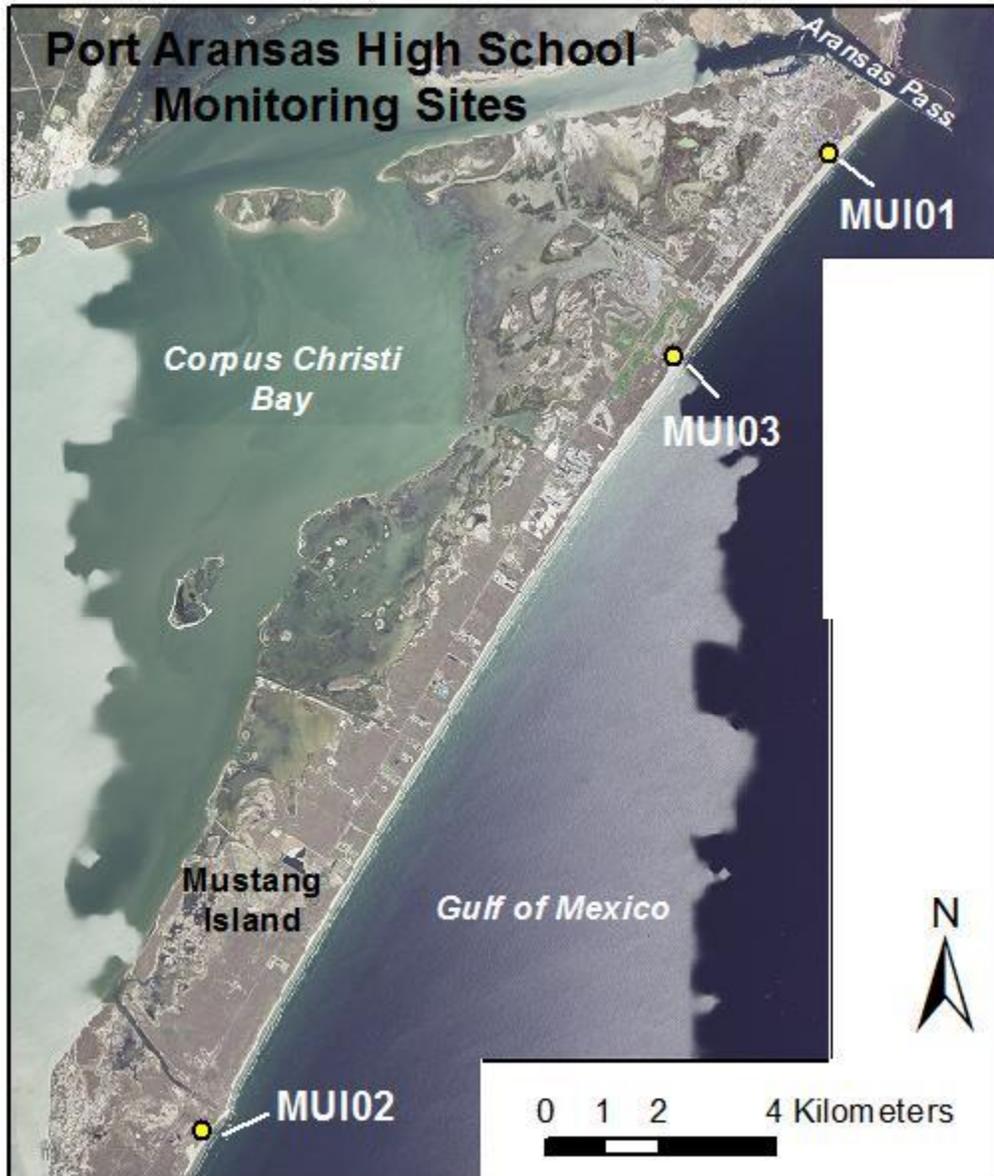


**Figure 4.** Location map of Ball High School monitoring sites.

### **Port Aransas High School**

Port Aransas students participated in field trips on September 30, 2015; January 27, 2016; and May 4, 2016. Ryan Piwetz’s Aquatic Science 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. Tiffany Caudle accompanied the class on all three field trips.



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

### **Port Isabel High School**

Port Isabel students participated in field trips on September 10, 2015; January 20, 2016; and April 21, 2016. Students from Dr. Michelle Zacher's Dual Enrollment Biology class collected data at three profile locations on South Padre Island: SPI01

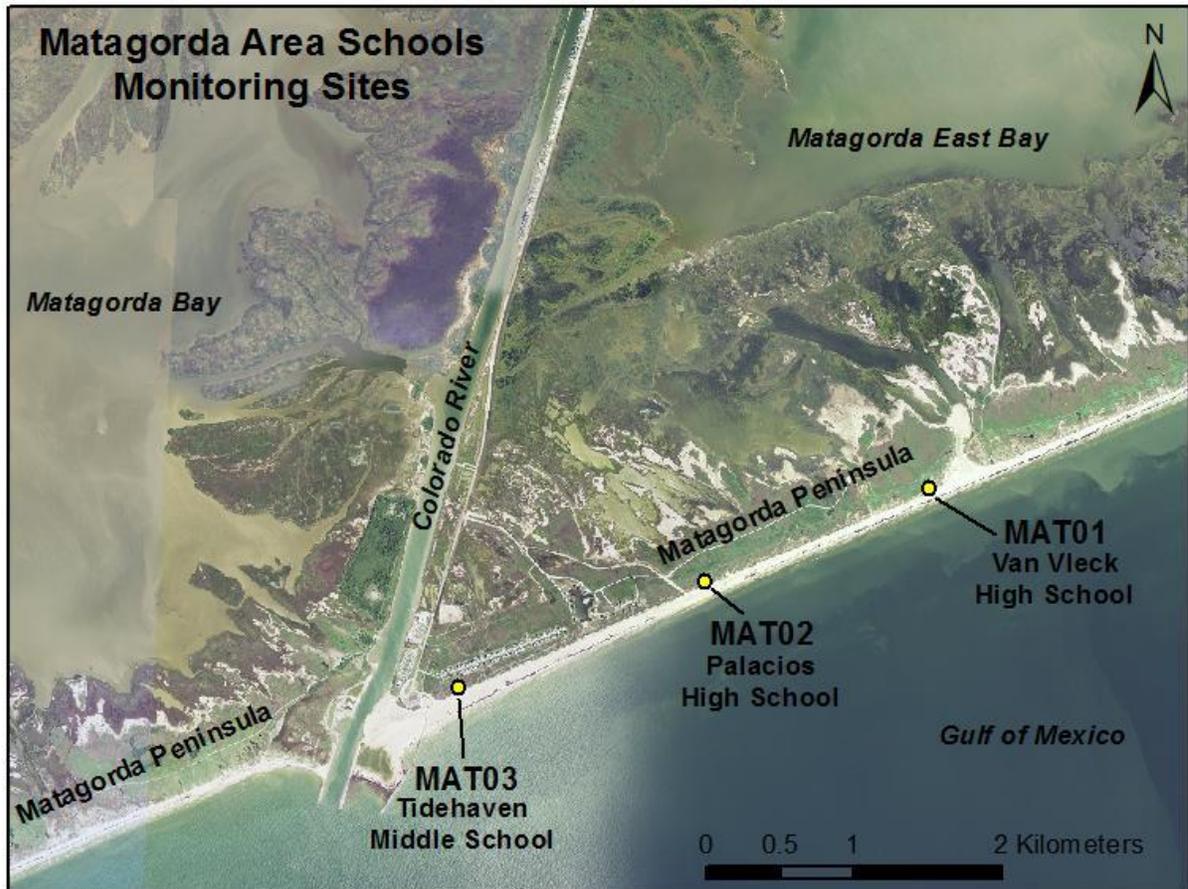
in Isla Blanca Park, SPI02 at Beach Access #13, and SPI08 at the Tiki Condominiums (E. Whitesands Street) (**fig. 6**). Port Isabel High School has been measuring SPI01 and SPI02 since 1999, and SPI08 since 2007. Tiffany Caudle was able to accompany the class on two of the trips to provide further training and background information to the students.



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

## Matagorda Area Schools

Van Vleck High School environmental science students participated in field trips on October 8, 2015; January 28, 2016, and April 26, 2016. Sherry Martinez's class collected data at MAT01 (**fig. 7**). Physics students from Palacios High School participated in field trips on October 9, 2015; January 20, 2016; and April 27, 2016. Richard Davis' students collected data at MAT02 (**fig. 7**). Tidehaven Middle School participated in field trips on September 26, 2015; January 30, 2016; and May, 14, 2016. The students from Tidehaven collected data at MAT03 (**fig. 7**). Tidehaven's September field trip was scheduled to coincide with the fall Beach Clean-Up at Matagorda Bay Nature Park.



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

## Cunningham Middle School

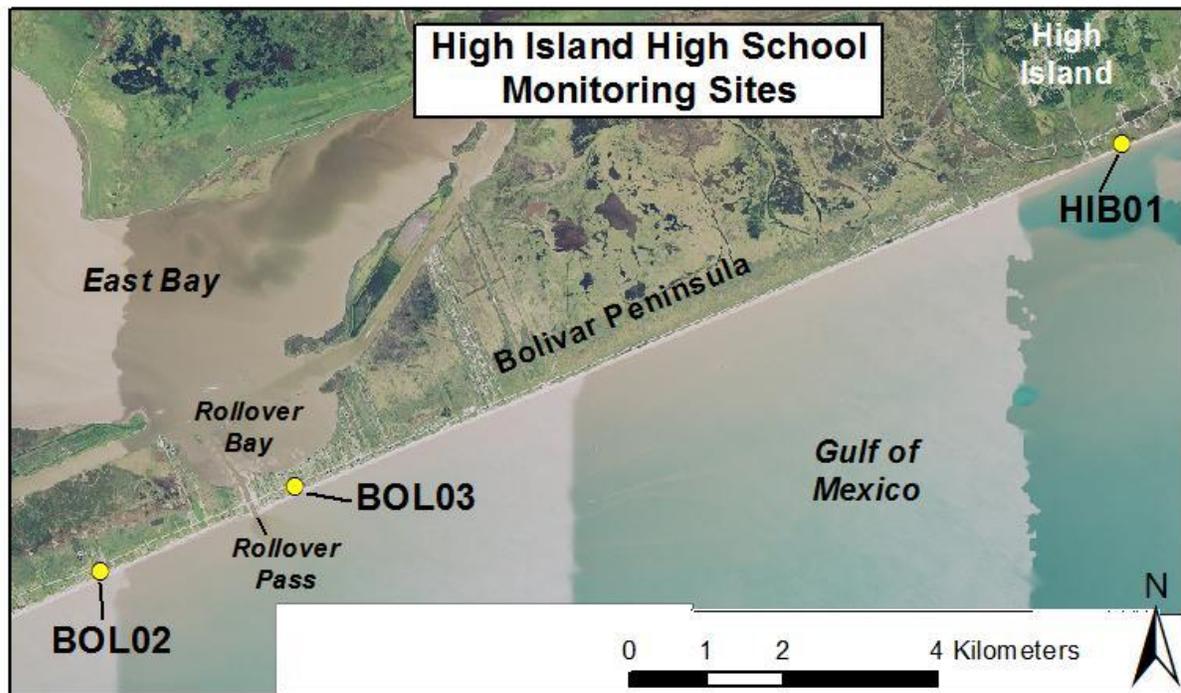
The Bureau collaborates with graduate students and staff at TAMUCC to conduct field trips with students from the Innovation Academy at Cunningham Middle School. The students are split into two groups during each field trip. One group works on the topographic profile while the second makes observations on wind, waves, and currents and collects GPS shoreline and vegetation line data. The groups rotate for the second monitoring site. Cunningham Middle School 8th graders participated in field trips on October 1, 2015; January 28, 2016, and May 17, 2016. Eunice Silva's students collected data at NPI08 on North Padre Island (**fig. 8**). A new site on the North Padre Island seawall (NPC06) was added for the 2015–2016 academic year (**fig. 8**). This new site will monitor beach restoration activities seaward of the seawall.



**Figure 8.** Location map of Cunningham Middle School monitoring sites.

## High Island High School

An eighth school joined THSCMP during the 2015–2016 academic year. Ms. Caudle worked with High Island High School science teacher Maria Skewis to start the Program in the High Island Independent School District. Tenth grade biology students collected data from three sites on Bolivar Peninsula on February 3, 2016 and May 11, 2016. Two of the monitoring sites are adjacent to Rollover Pass, BOL02 to the west and BOL03 to the east of the Pass (**fig. 9**). The third site (HIB01) is seaward of High Island just past the eastern end of Highway 87 (**fig. 9**).



**Figure 9.** Location map of High Island High School monitoring sites.

## EFFECTS ON SCIENCE CURRICULUM

The THSCMP addresses several requirements of Texas Essential Knowledge and Skills (TEKS) for Science. The program was relevant in these 2015–2016 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 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 also an excellent fit with the program, as are standards requiring students to use critical thinking and scientific problem solving to make informed decisions. In addition, teachers and scientists can use the program (such as in a case study of a local erosion problem) to illustrate to students the role science could, should, or does play in developing public policy.

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

The first goal of the THSCMP is to provide high school students with an inquiry-based learning experience, which is achieved by involving students in real-world research projects. 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/>.

During the 2015–2016 academic year, Ball High School students measured a profile location in Galveston Island State Park (BEG02, **fig. 4**). The students had measured this same location in previous years, and the Bureau had conducted quarterly surveys here 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. Results of a study utilizing data collected by Ball High School students were published in *Shore & Beach*, the journal of the American Shore and Beach Preservation Association. The data have increased scientific understanding of recovery of beaches and dunes following recent storms (Hurricane Alicia, Tropical Storm Frances, Hurricane Claudette, Hurricane Rita, Hurricane Ike) that have impacted the area.

Palacios, Port Aransas, Port Isabel, and Van Vleck High Schools and Cunningham and Tidehaven Middle Schools continued the beach-profile time series at their established locations. High Island High School completed their first year of data collection. 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 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.

We emphasize to students that they are collecting critical scientific data that will help scientists address coastal issues affecting their community. All data collected by the 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.

In one study, BEG02, one of the Ball High School monitoring sites, has been used by Bureau scientists to investigate the effects of geotextile tubes 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

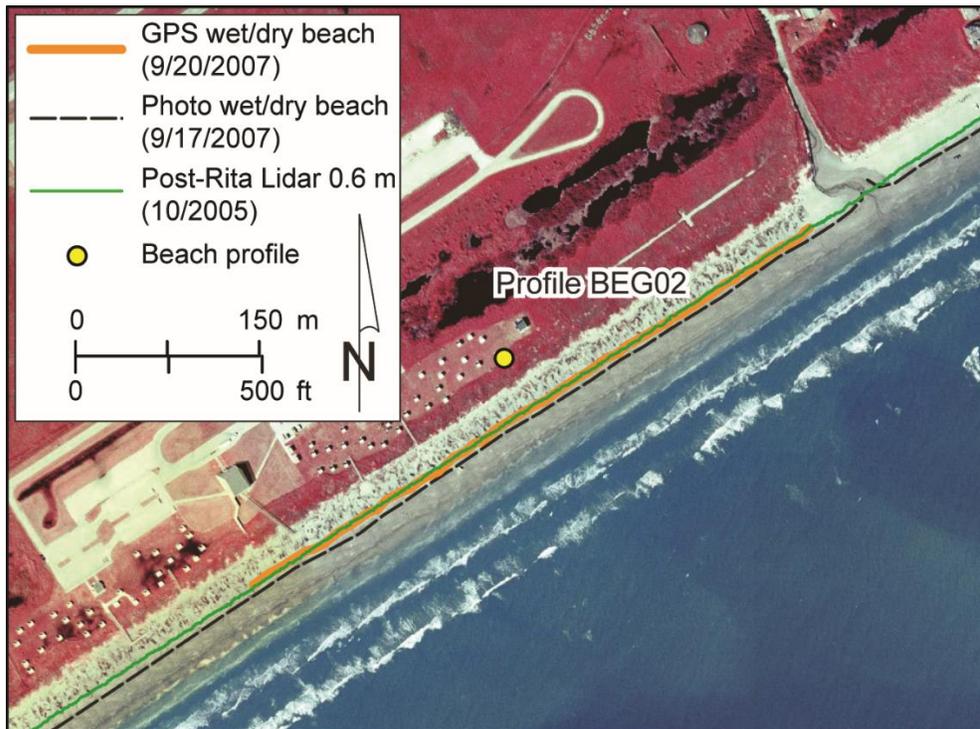
observations made during this study involved beach width (distance from the vegetation line or base of dune to the waterline) in front of the geotextile tubes versus a natural beach area, Galveston Island State Park. Beach width in the natural beach area was wider because of the lack of restriction caused by placement of the geotextile tubes (Gibeaut and others, 2003; **fig. 10**).



**Figure 10.** 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).

More 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. 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 vital 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 was 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. 11**), the 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 11.** 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 THSCMP has increased public awareness of coastal issues through the students themselves, as well as through media reports and presentations at conferences. Port Isabel High School students presented THSCMP to coastal visitors at the Winter Outdoor Wildlife Expo (WOWE) in January 2016, at the South Padre Island Birding Center. One student gave an overview of the Program to the entire group while the rest of the students created teams to demonstrate the data collection activities. Tiffany Caudle presented a talk on the scientific impacts of the

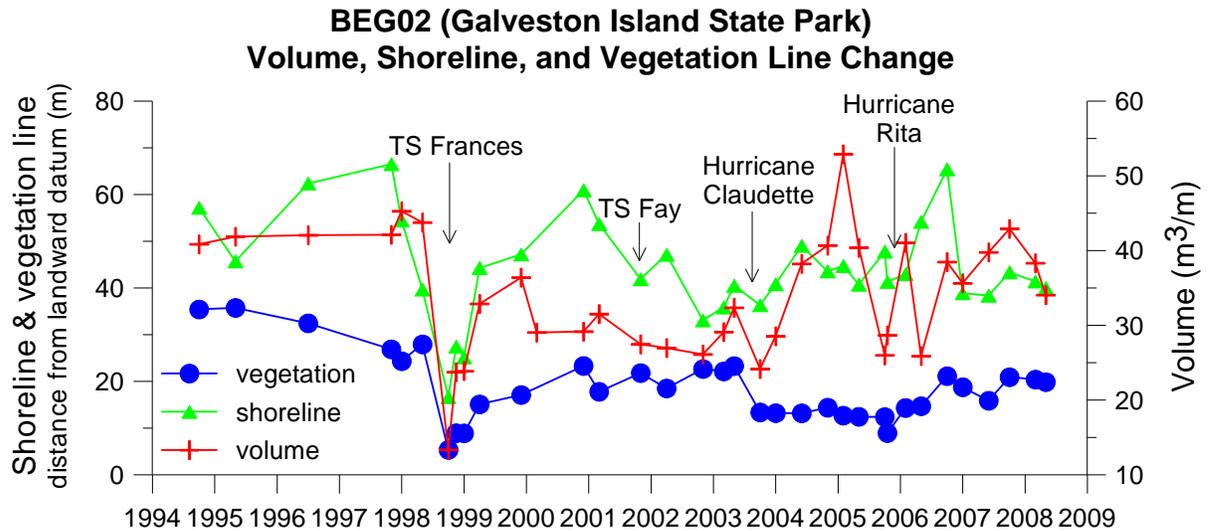
THSCMP at the Texas Chapter of the American Shore and Beach Preservation Association Symposium in Corpus Christi, Texas in March 2015 and participated in a panel discussion on coastal outreach activities at the Texas Beach and Dune Forum in September 2015 also held in Corpus Christi, Texas. The website, too, continues to be instrumental in extending the reach of the program and increasing public awareness. Given the number of inquiries from people wishing to enter their school or group in THSCMP, information on the program and on the results it generates certainly seems to be reaching the public.

### **SCIENTIFIC RESULTS OF 1997–2016 STUDIES**

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 field notes made by students and scientists. 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 THSCMP since 1997. During this time frame, 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 this storm, which 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 also 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 pre-storm beach topography data from their field trips during the 2004–2005 and 2007–2008 academic years.

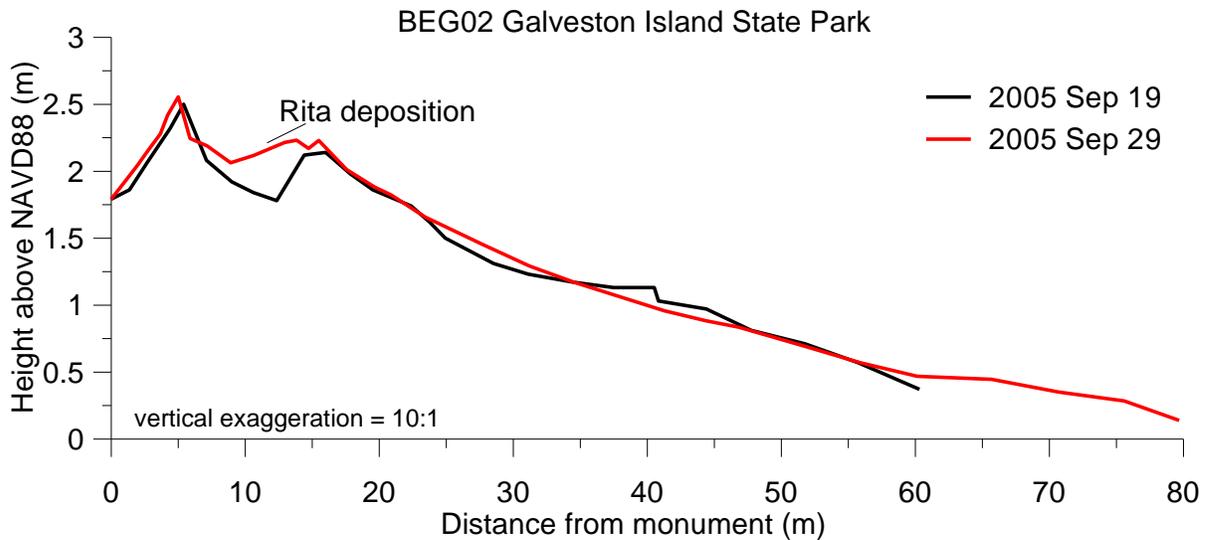


**Figure 12.** Profile volume, shoreline, and vegetation-line changes at Galveston Island State Park, September 1994–April 2008.

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 pre-storm 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 and others, 2008).

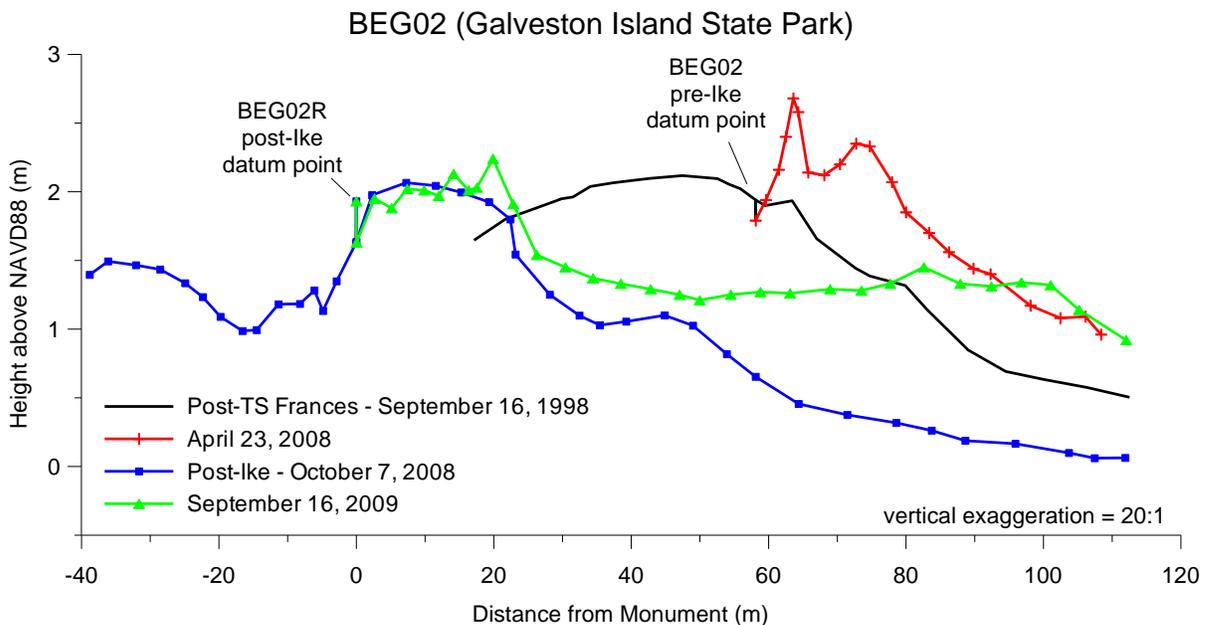
The 2008–2009 academic year was severely affected by the landfall of Hurricane Ike on Galveston Island on September 13, 2008. Palacios, Port Aransas, Tidehaven, and Van Vleck school field trips were postponed because of school closings in preparation for the hurricane.



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

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 THSCMP during the 2008–2009 academic year because of safety concerns about accessing their monitoring sites. Bureau and TAMUCC scientists visited Galveston Island in early October 2008 to conduct ground surveys—beach profiles, photography, and observations of beach and dune conditions—of the area impacted by the hurricane. During this reconnaissance trip, scientists visited profile location BEG02 in Galveston Island State Park, where they discovered that the datum marker at BEG02 had been destroyed by the storm. Scientists used GPS techniques to navigate to the horizontal location of the datum marker, which post-storm was on the open beach. (Before the storm, the marker had been at 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. GLO06, at the southwest corner of Galveston Island State Park, was also lost as a result of Hurricane Ike and 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.

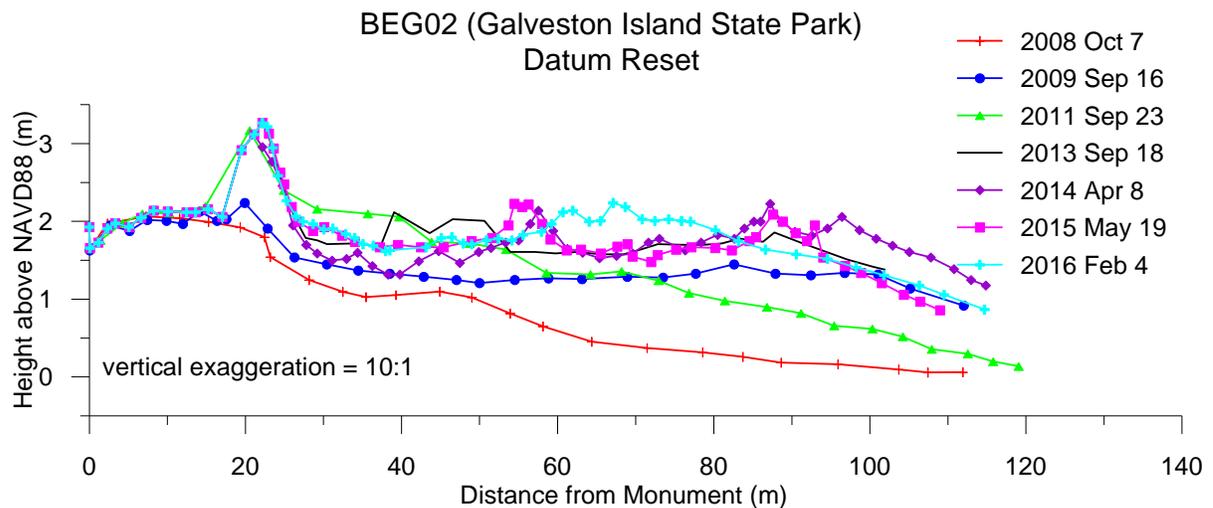
Ball High School students from the 2007–2008 academic year provided extremely valuable pre-storm profile data on February 8, 2008, and April 23, 2008. These data have been used to determine how much the beach and dunes changed after Hurricane Ike. **Figure 14** is a profile plot at BEG02 comparing the Ball High School pre-storm profile (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. Data from one year post-storm is also included. This profile shows that the elevation of the beach had been restored, the beach width (dunes to waterline) has increased, and incipient dunes are beginning to form (**fig. 14**).



**Figure 14.** Beach-profile plots from BEG02 in Galveston Island State Park comparing the post–Hurricane Ike profile with a pre-storm profile from early 2008 and the post–Tropical Storm Frances profile from September 1998. Data from September 2009 (one year post-storm) is also included.

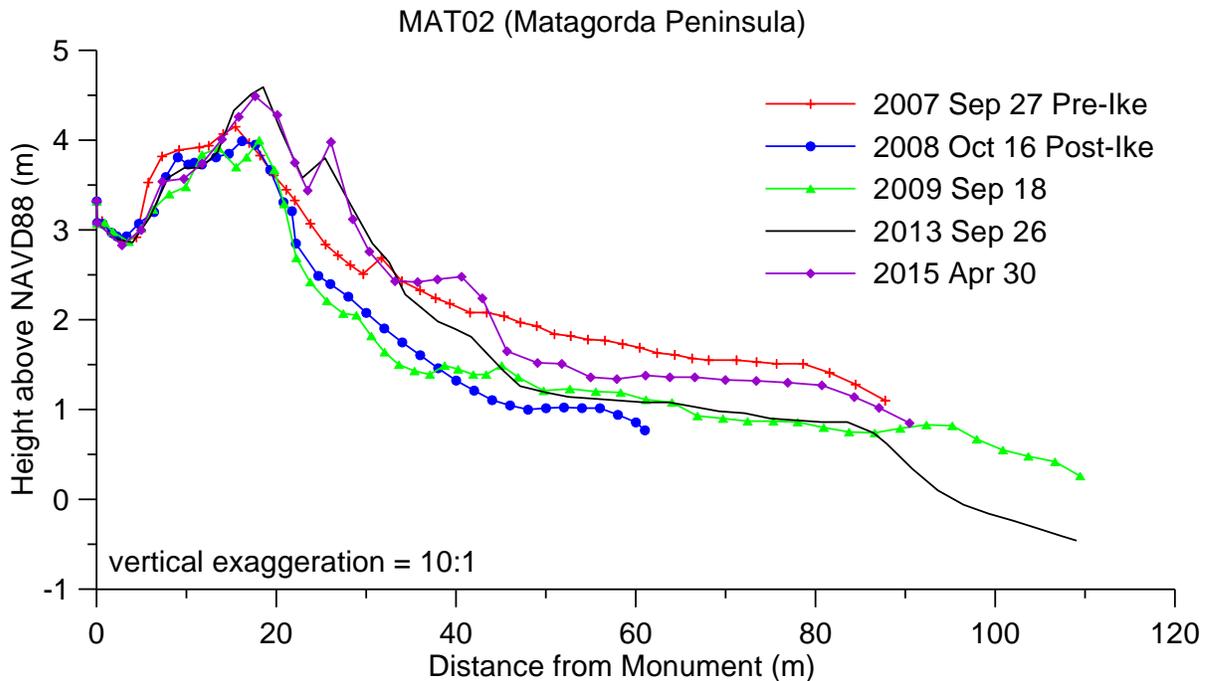
Ball High School students resumed monitoring beaches as part of the THSCMP at the start of the 2009 academic year. Students measured beach profiles at two sites

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 2011, the foredunes at BEG02 had begun to grow. Whether initial growth of the foredunes is due to natural recovery processes or human intervention is unclear. The foredune ridge has continued to grow in the intervening years. A wide vegetated zone with coppice dunes has developed between the seaward base of the foredunes and the landward extent of wave run-up (**fig. 15**).



**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.

Because of 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 due to Hurricane Ike was also documented on the middle Texas coast at Matagorda Peninsula and to a lesser extent on Mustang Island (see Appendix C). Van Vleck Middle School (site MAT01) and Palacios High School (site MAT02) students have been monitoring the recovery of the dunes (**fig. 16**) and the seaward movement of the vegetation line post–Hurricane Ike on Matagorda Peninsula.

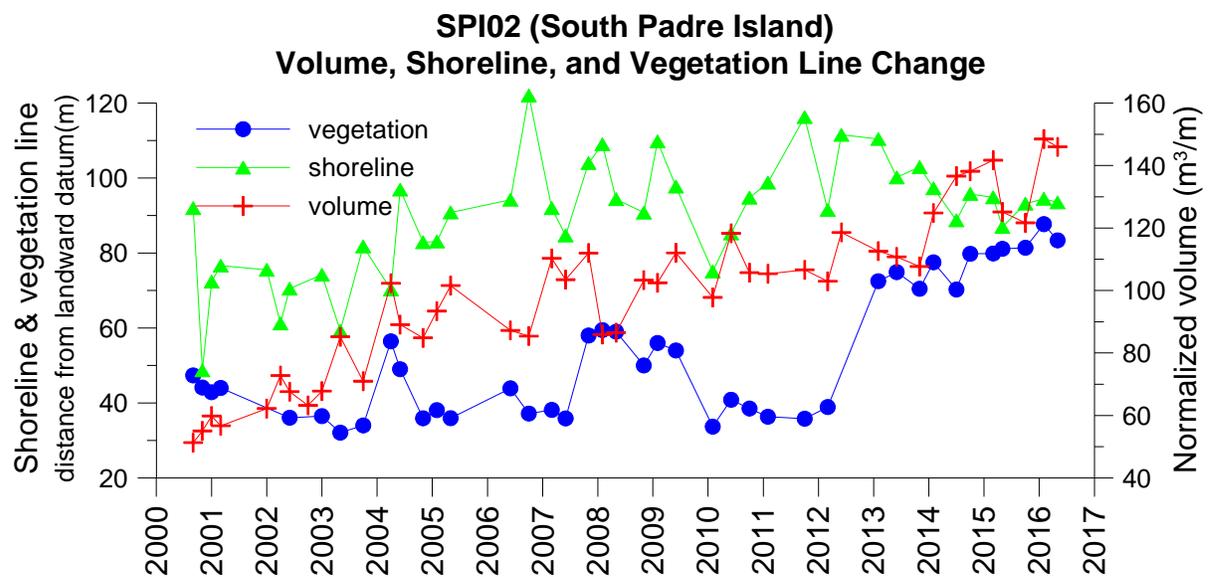


**Figure 16.** MAT03 pre- and post-storm profile data collected by Palacios High School students. Students are monitoring recovery of the foredune at this site.

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 experienced, 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 placed on the beaches of South Padre Island and the three sites monitored by Port Isabel High School students are within beach-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, vegetation has been planted, and numerous beach-nourishment projects have been

completed. Profile data have been quantifying the effects of these actions (**fig. 17**). Beach volume at this location has been increasing because of a slowly accreting shoreline and entrapment of sand in the dune area. The vegetation line had remained in a relatively stable position prior to 2012. A large push-up dune, seaward of the vegetation line, has been created by beach-maintenance practices (beach scraping to remove seaweed) and accounts for the increase in beach volume at SPI02, the seaward movement of the vegetation line, and the change in the beach profile shape (**fig. 17**).

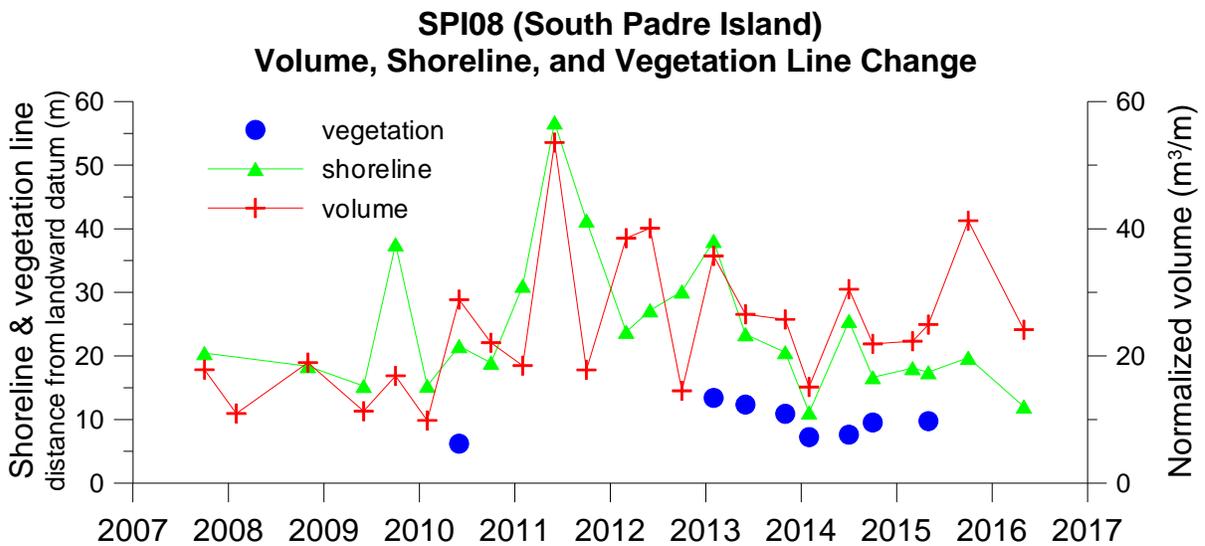


**Figure 17.** Changes at SPI02 on South Padre Island due to beach-nourishment projects and the installation of sand fences.

Starting in the 2007–2008 academic year, students at Port Isabel High School began gathering data 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 was gone 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.

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. 18**). On the May 13, 2011, field trip, Port Isabel students observed that a 0.5-m scarp had formed at the shoreline. The 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 since returned to the prenourishment position. After an initial significant decrease in beach volume (to prenourishment levels), volume on the back beach has increased steadily because of the installation of sand fences. In 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. Throughout the 2014–2015 academic year, this location had remained stable.



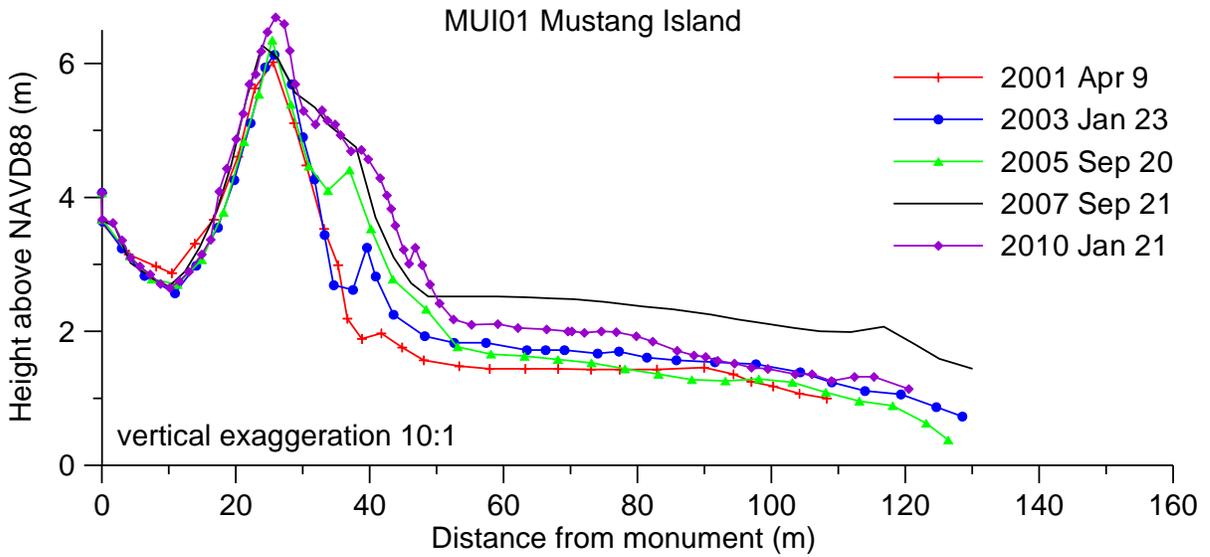
**Figure 18.** Volume and shoreline changes at SPI08 on South Padre Island due to beach-nourishment projects and the installation of sand fences.

Another beach nourishment project using beneficial use material from Brazos Santiago Pass, took place during the winter of 2015–2016. Profile data could not be collected on the January field trip because the area in front of the condominiums was blocked by dredging equipment. The spring 2016 data collection showed that shoreline position and beach volume were similar to the pre-nourishment conditions. The nourishment activities did not appear to have an impact on this site. Port Isabel students will continue to monitor this rapidly changing and chronically eroding location.

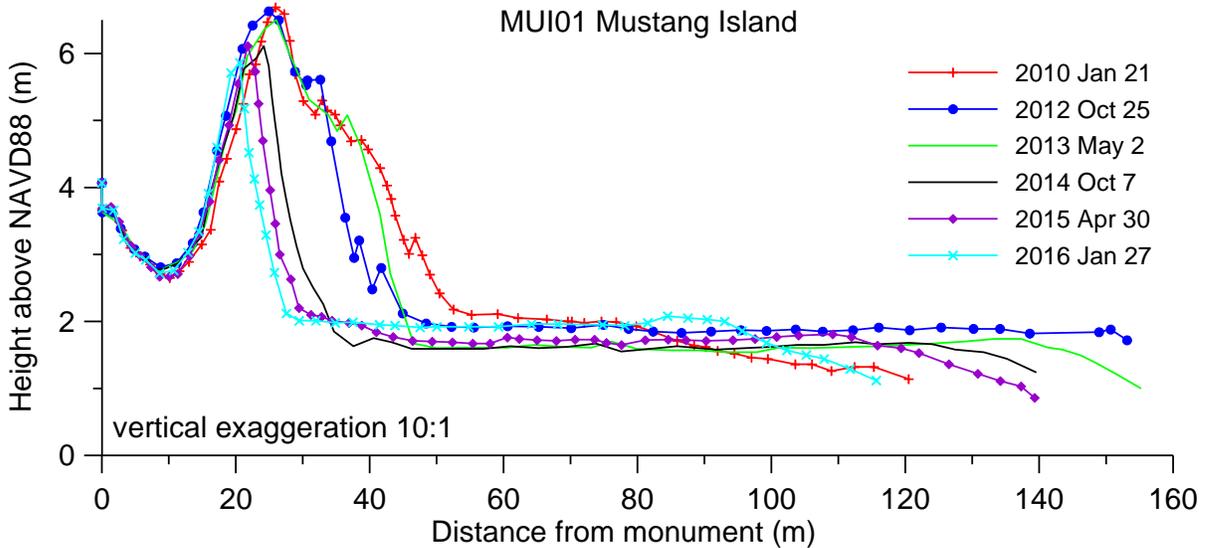
The beach-monitoring activities of Port Aransas High School students have also provided beneficial information about the beach and dune system on Mustang Island. The dune system on Mustang is healthy, with tall (>3 m), wide foredunes along most of the island. The only breaks in the foredune system are at beach-access points and washover features. On Mustang Island, beaches are regularly scraped to remove seaweed from the forebeach. Sand and seaweed removed from the berm and forebeach are regularly placed at the seaward base of the foredune. 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 19** is an example of expansion of the foredune at MUI01 near Horace Caldwell Pier in Port Aransas. Note that the width of the dunes increased between 2001 and early 2012, although the shoreline remained in a relatively stable position.

When Port Aransas students arrived to collect profile data in October 2012, a large part of the dune face had been excavated (**figs. 20, 21**) for beach-maintenance purposes. Students documented that sand was replaced in the foredune by May 2013 and that the vegetation line has been re-established at the toe of the dune. The dune has again been excavated throughout the 2014–2015 and 2015–2016 academic years. The current width of the foredune is narrower and the volume of sand in the profile is less than when the THSCMP began monitoring in 1999 (see change plot in Appendix A). Also the crest of the foredune is lower is elevation

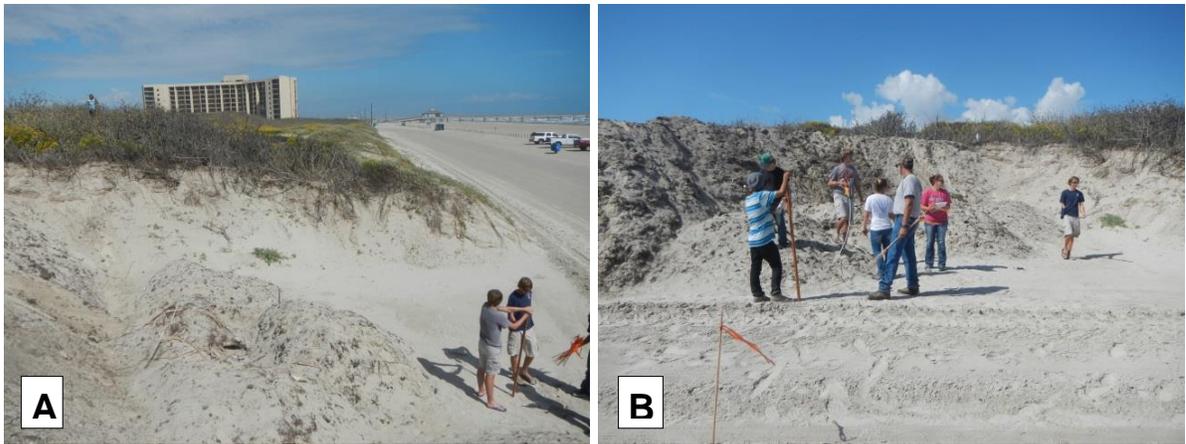
because there is no vegetation on the crest. The dune crest is no longer stabilized at this location and sand is being carried away by the wind.



**Figure 19.** Foredune expansion at MUI01 on Mustang Island.



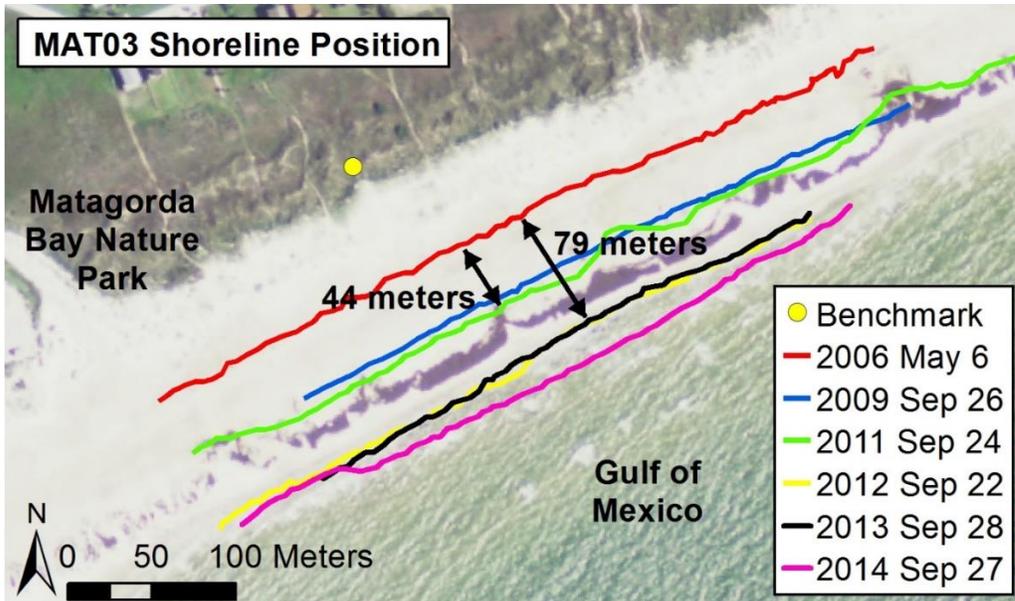
**Figure 20.** Excavated dune profile at MUI01 on Mustang Island.



**Figure 21.** Excavated dune at MUI01 on Mustang Island looking (A) north toward Horace Caldwell Pier, and (B) landward.

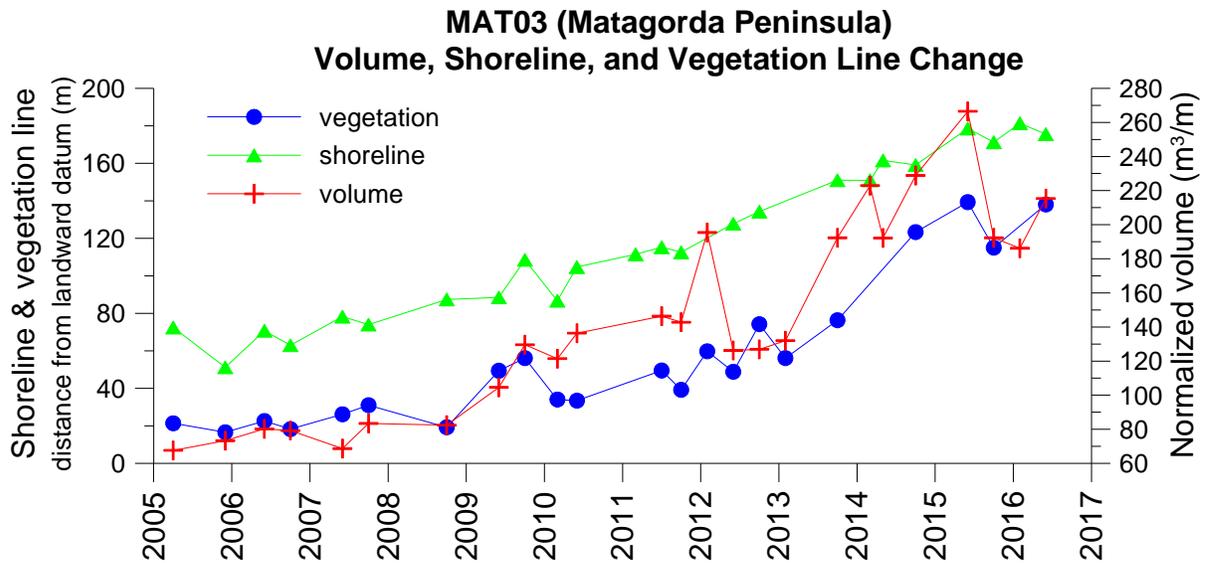
Palacios, Van Vleck, and Tidehaven students have continued their beach measurements at Matagorda Bay Nature Park. The park has two special circumstances that make this monitoring especially informative and important. (1) Monitoring sites have been established on the updrift side of the jetty at the mouth of the Colorado River and (2) at sites that allow students to compare a beach/dune system where vehicular traffic on the beach will be limited (MAT03) with an adjacent area where vehicular traffic will continue to be unrestricted (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 beach adjacent to the Nature Park until 2007. Currently, this section of beach has restricted access for vehicular traffic.

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 an 80-m seaward movement of shoreline position at MAT03 immediately north of the new jetty (**fig. 22**). Student data at MAT03 has shown that the new jetty on east Matagorda Peninsula has caused the shoreline to move seaward at a rate of 11 m per year between 2006 and 2014.



**Figure 22.** Shoreline position change at Matagorda Peninsula.

The shoreline and vegetation line position have been continuously moving seaward and volume has been increasing at this site throughout the study period (**fig. 23**). The combination of the new jetty impounding sand on the updrift side and the decreased vehicle access at MAT03 has allowed for coppice dune formation to occur on the expanded backbeach area and for new vegetation to develop without being disturbed. On the field trips during the 2015–2016 academic year, it was documented that salt marsh plants have become established on the widened backbeach area along with the coppice dunes. Tidehaven Middle School students will continue to monitor this site to determine if the shoreline, vegetation line, and sand volume will continue advancing or eventually stabilize. They will also be monitoring the salt marsh plants on the backbeach.



**Figure 23.** Changes in beach and dune volume, shoreline position, and vegetation line position at MAT03 on Matagorda Peninsula.

Cunningham Middle School students have already witnessed a remarkable change in their profile location after 6 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. Because of the sparse vegetation on the foredune, sand is constantly being rearranged by prevailing winds. Sand has been transported 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 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.

Six new monitoring sites were added during the 2015–2016 academic year. Cunningham Middle School has added a site on the North Padre Island seawall (**fig. 8**). This location will be monitoring the effects of beach nourishment using beneficial use material from Packery Channel and beach maintenance practices seaward of the seawall. Ball High School students have added sites at Jamaica Beach and the Dellanera RV Park southwest of the Galveston Seawall (**fig. 4**). The Jamaica Beach

site will be monitoring a CEPRA sponsored dune restoration project. The Dellanera site will monitor a beach nourishment and dune creation project at this chronically eroding location. With the addition of High Island High School, three new monitoring sites were established on Bolivar Peninsula.

Future measurements by all schools involved in the THSCMP will show not only change through time at each location, but also spatial variation along the Texas coast. Through time, data collected from Bolivar Peninsula, 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 middle and 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 and NSES requirements. The 2015–2016 academic year was productive, with Ball, Palacios, Port Aransas, Port Isabel and Van Vleck High Schools and Cunningham and Tidehaven Middle Schools collecting data on three field trips throughout the academic year. High Island High School on Bolivar Peninsula became the eighth school to join THSCMP.

In the 19 years since the inception of the THSCMP, work by students at Ball, High Island, Palacios, Port Aransas, Port Isabel, and Van Vleck High Schools and Cunningham and Tidehaven 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. Through this successful student research program, scientists, students, and the public will continue to gain a better understanding of processes and shoreline change along the Texas coast.

## ACKNOWLEDGMENTS

This project was supported by grant number 15-034-000-8378 from the Texas General Land Office 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 19) 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 NA14NOS4190139. Additional funds to support the project came 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 graduate students at 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 Geoid12B 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>BOL02</b>	29 30.00	94 31.20	352663.65	3264343.08	-23.62	3.17	150
<b>BOL03</b>	29 30.60	94 29.64	355196.55	3265428.50	-23.26	3.54	150
<b>HIB01</b>	29 33.08	94 23.04	365917.69	3269868.01	-25.18	1.64	150
<b>BEG02<sup>1</sup></b>	29 11.64	94 57.09	310255.20	3231059.16	-24.75	1.79	139
<b>BEG02R</b>	29 11.67	94 57.11	310228.82	3231110.58	-24.61	1.93	139
<b>BEG08<sup>2</sup></b>	29 3.22	95 8.90	290838.52	3215830.51	-24.21	2.16	145
<b>GLO06</b>	29 11.12	94 58.05	308696.85	3230117.35	-24.32	2.20	138
<b>DEL01</b>	29 14.44	94 52.38	317984.46	3236109.93	-23.84	2.74	130
<b>JAM02</b>	29 10.86	94 58.38	308140.86	3229662.18	-24.73	1.79	140
<b>MAT01</b>	28 36.67	95 56.55	212269.73	3168453.74	-22.77	3.79	148
<b>MAT02</b>	28 36.31	95 57.47	210751.39	3167825.80	-23.25	3.32	148
<b>MAT03</b>	28 35.91	95 58.48	309090.26	3167112.23	-21.81	4.78	148
<b>MUI01</b>	27 49.53	97 3.40	691396.24	3079393.46	-22.29	4.07	123
<b>MUI02</b>	27 40.42	97 10.19	680502.60	3062387.97	-24.22	1.88	120
<b>MUI03</b>	27 47.66	97 5.08	688697.42	3075882.34	-22.24	4.07	125
<b>NPI08</b>	27 35.86	97 12.78	676359.73	3053901.89	-23.32	2.62	110
<b>NPC06</b>	27 35.99	97 12.66	676557.71	3054150.56	-21.76	4.19	110
<b>SPI01</b>	26 4.57	97 9.46	684274.71	2885422.83	-18.48	2.97	70
<b>SPI02</b>	26 6.79	97 9.93	683438.99	2889509.24	-18.11	3.39	78
<b>SPI08</b>	26 8.17	97 10.10	683116.29	2892056.38	-18.32	3.22	75

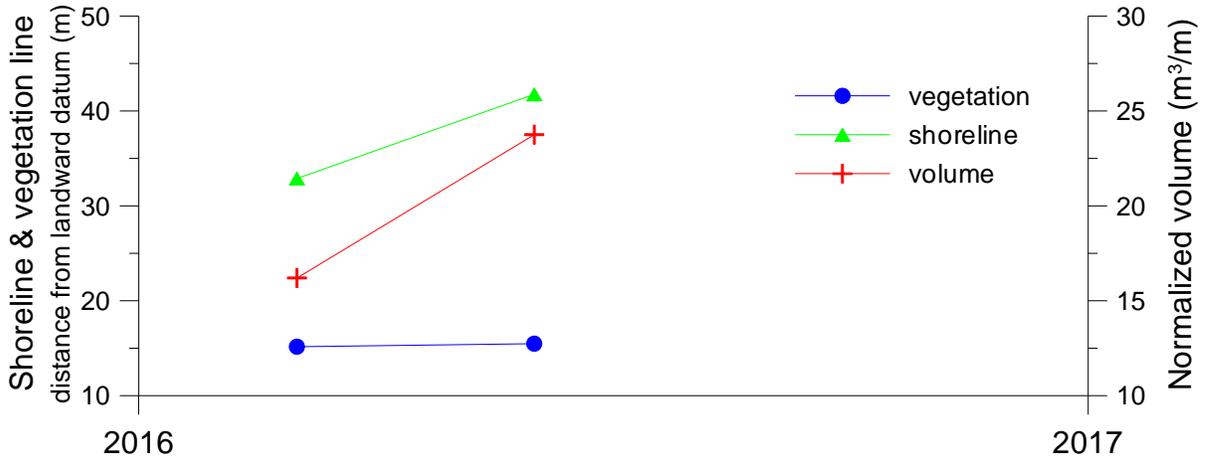
<sup>1</sup>BEG02 reset in October 2008 after Hurricane Ike.

<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.

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

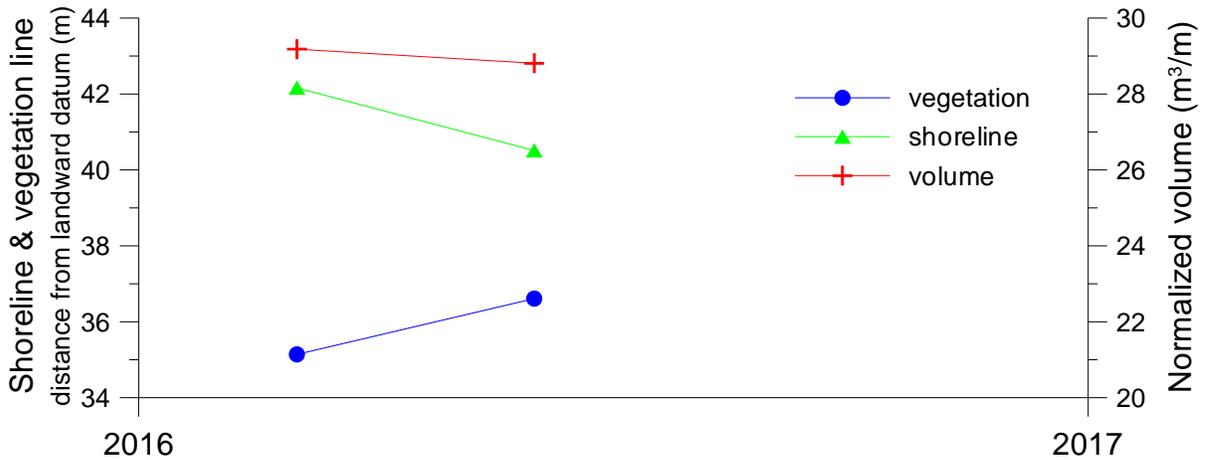
BOL02 volumes were calculated from datum to 1.75 m below datum. Profiles that did not extend to -1.75 m were extrapolated.

**BOL02 (West of Rollover Pass, Bolivar Peninsula)  
Volume, Shoreline, and Vegetation Line Change**

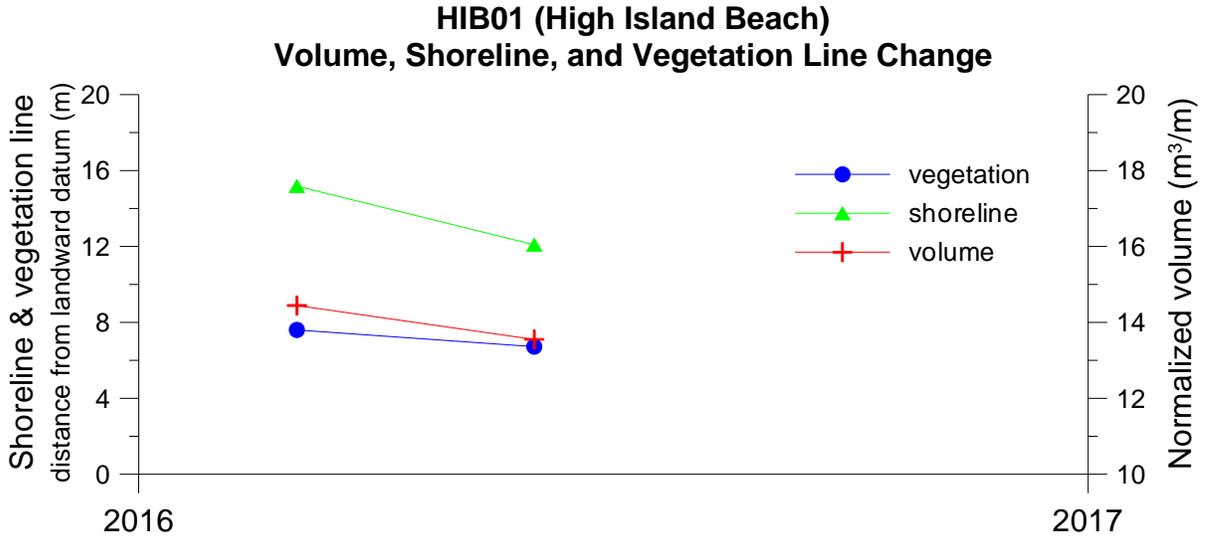


BOL03 volumes were calculated from datum to 2.25m below datum. Profiles that did not extend to -2.25 m were extrapolated.

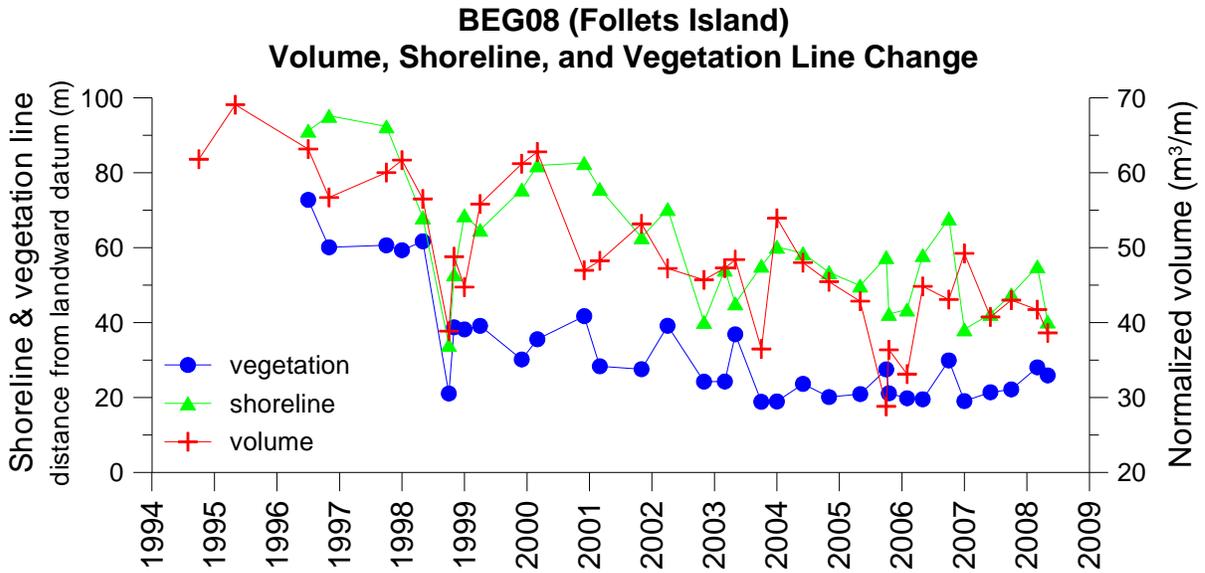
**BOL03 (East of Rollover Pass, Bolivar Peninsula)  
Volume, Shoreline, and Vegetation Line Change**



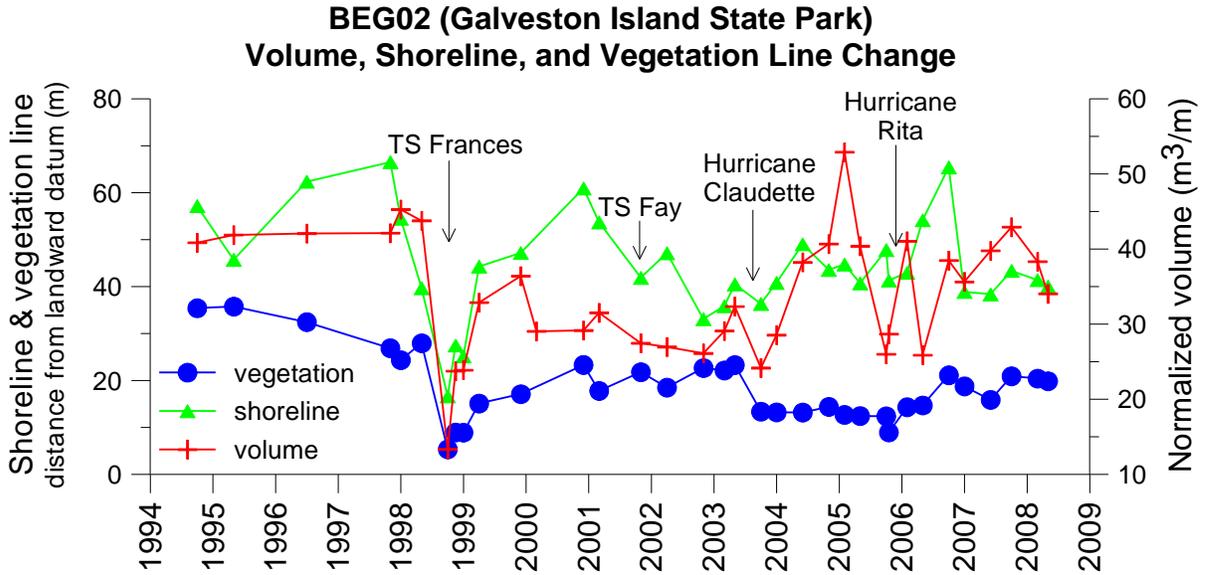
HIB01 volumes were calculated from datum to 0.75m below datum. Profiles that did not extend to -0.75 m were extrapolated.



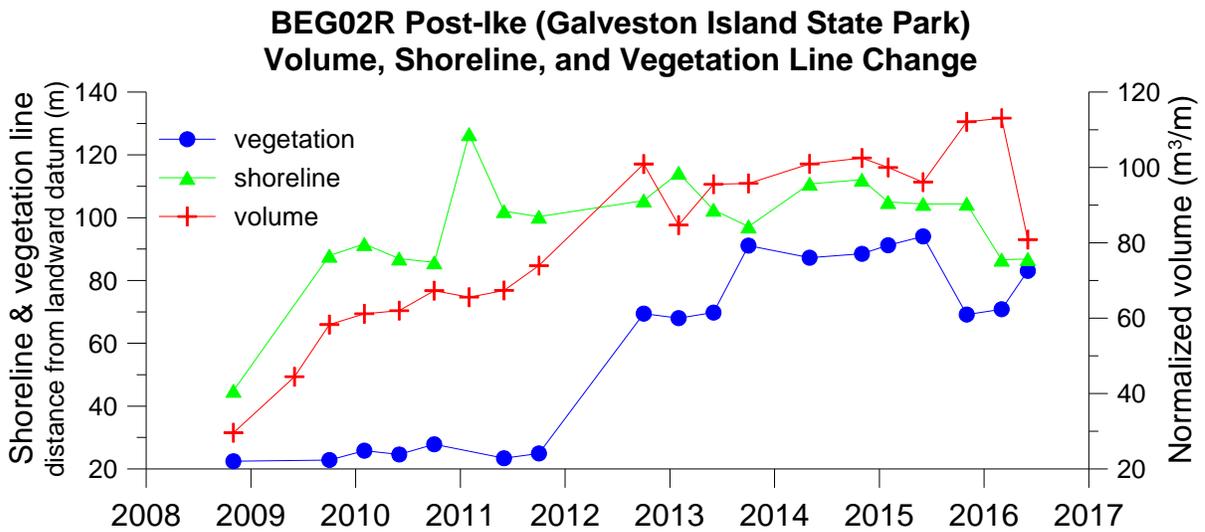
BEG08 volumes were calculated from datum to 1 m below datum. Profiles that did not extend to -1 m were extrapolated.



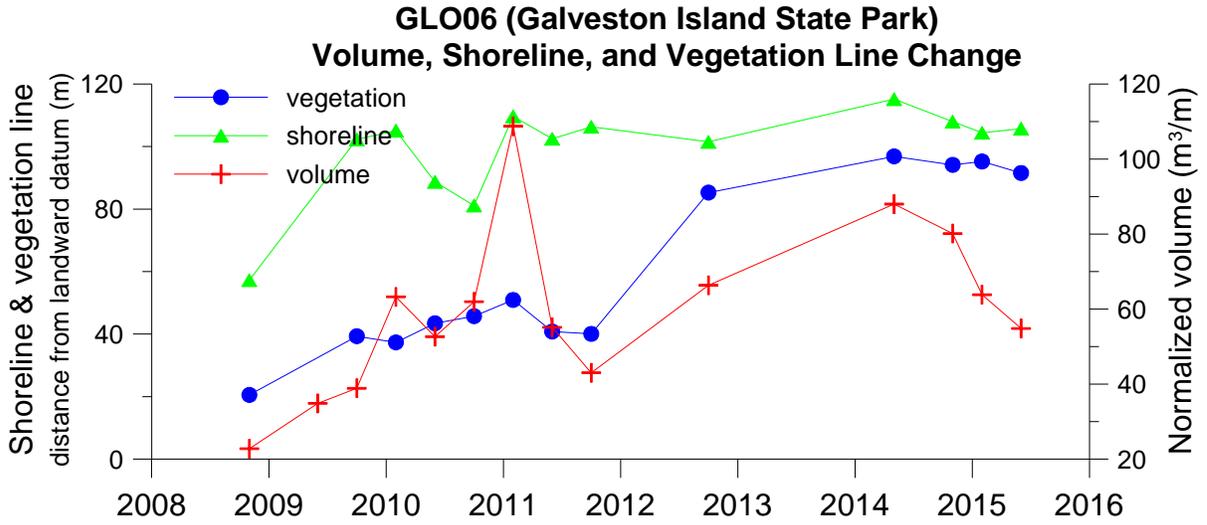
BEG02 volumes were calculated from datum to 0.75 m below datum. Profiles that did not extend to -0.75 m were extrapolated.



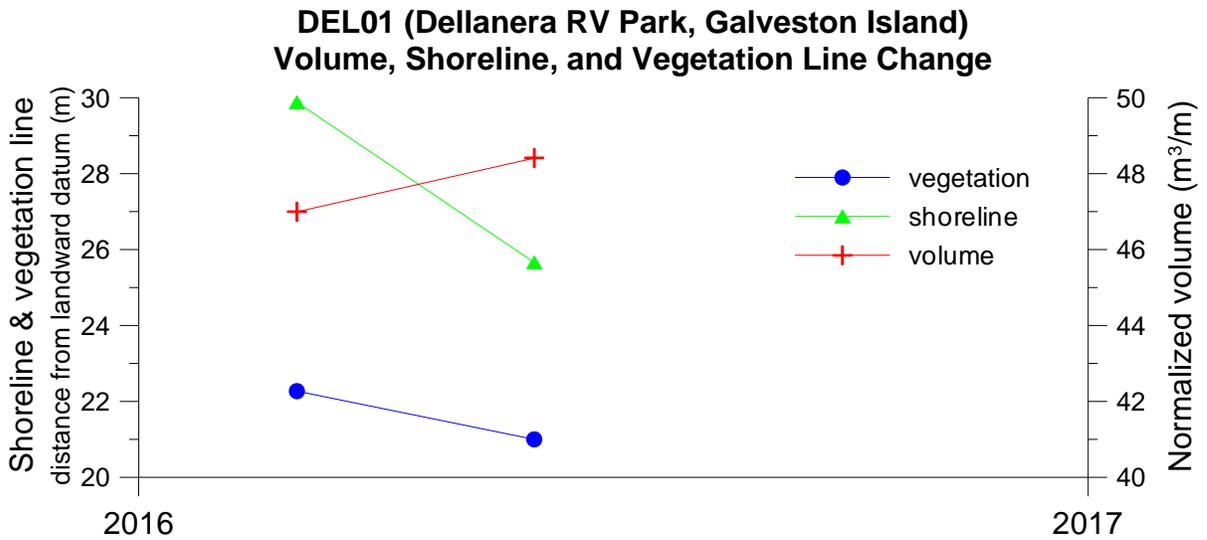
BEG02R volumes were calculated from datum to 1 m below datum. Profiles that did not extend to -1 m were extrapolated.



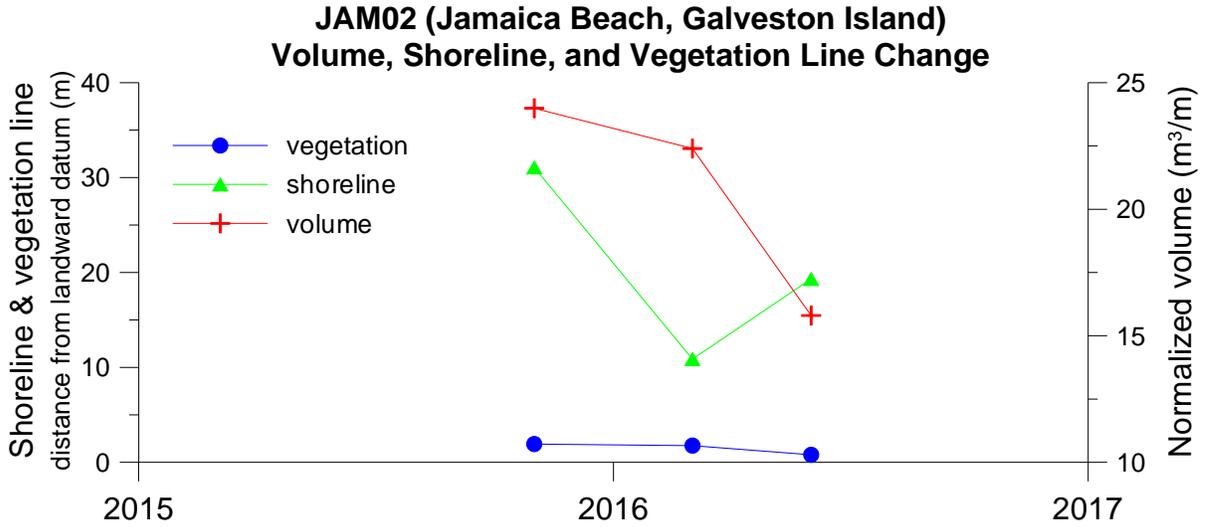
GLO06 volumes were calculated from datum to 1 m below datum. Profiles that did not extend to -1 m were extrapolated.



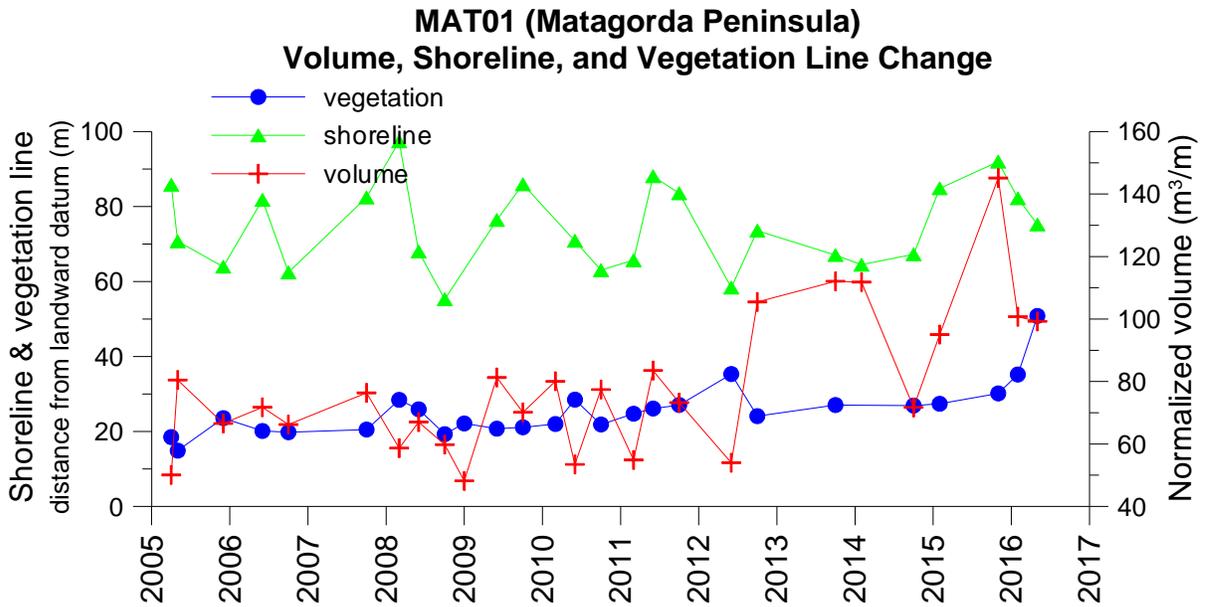
DEL01 volumes were calculated from datum to 2 m below datum. Profiles that did not extend to -2 m were extrapolated.



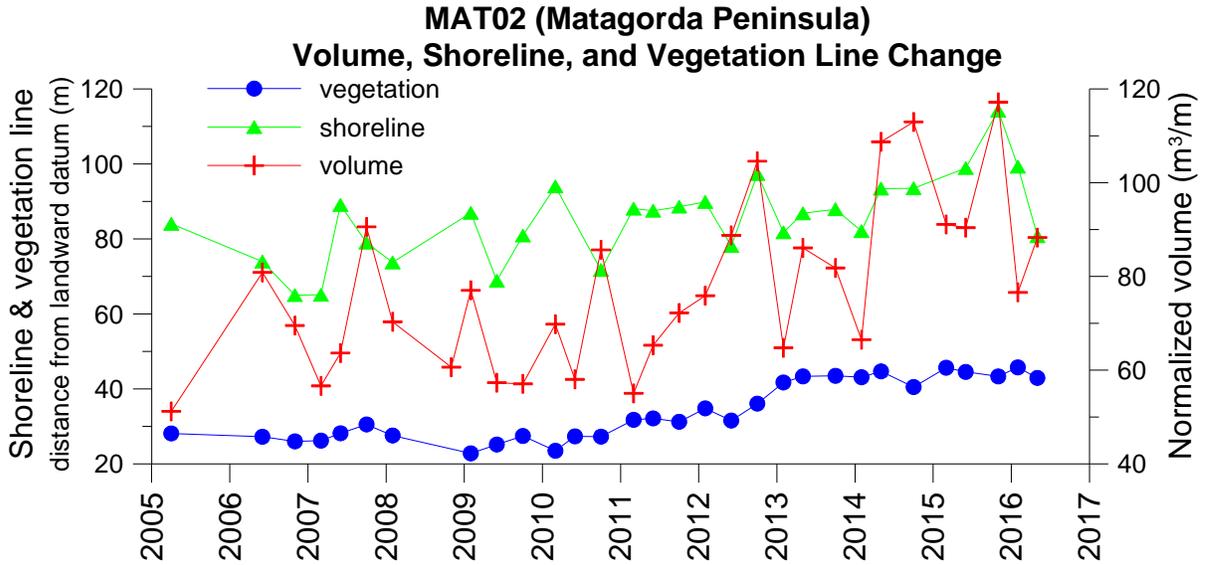
JAM02 volumes were calculated from datum to 1.25 m below datum. Profiles that did not extend to -1.25 m were extrapolated.



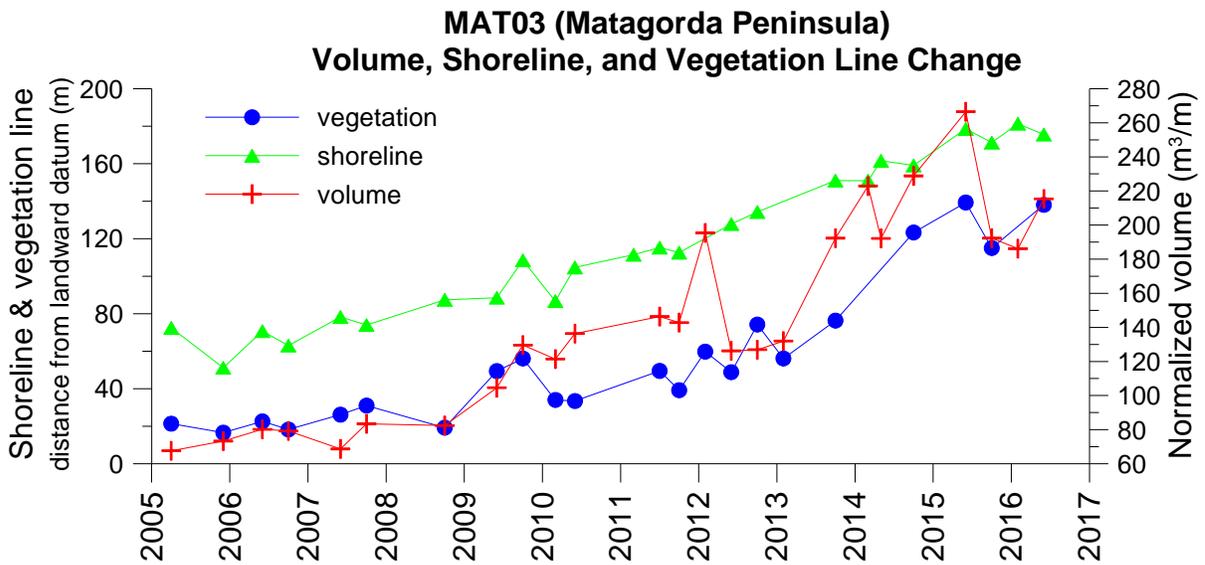
MAT01 volumes were calculated from datum to 2.5 m below datum. Profiles that did not extend to -2.5 m were extrapolated.



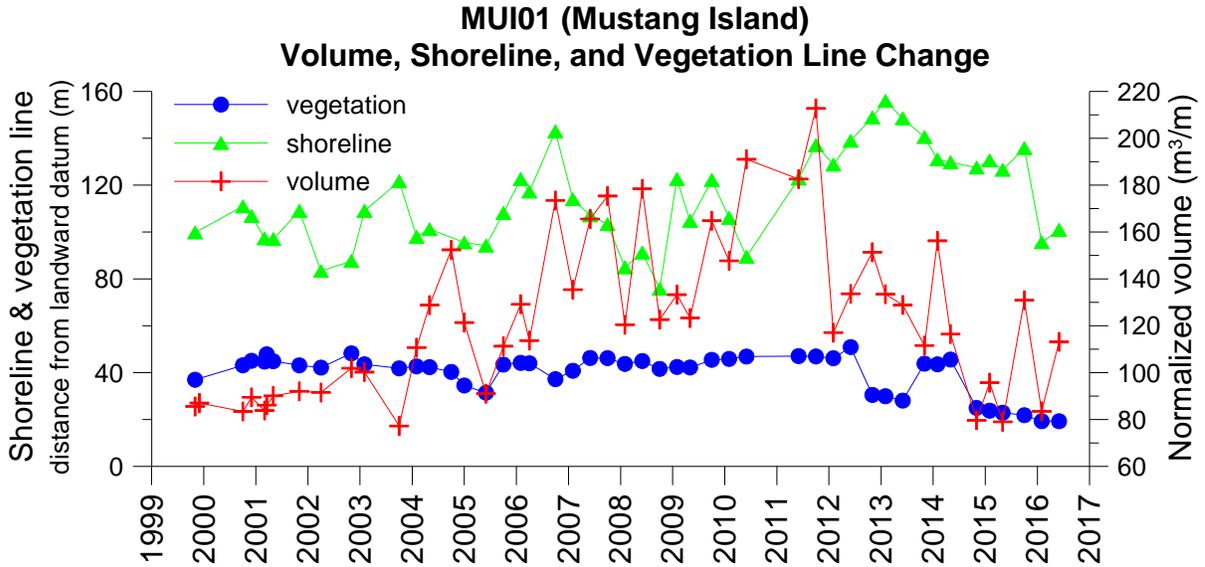
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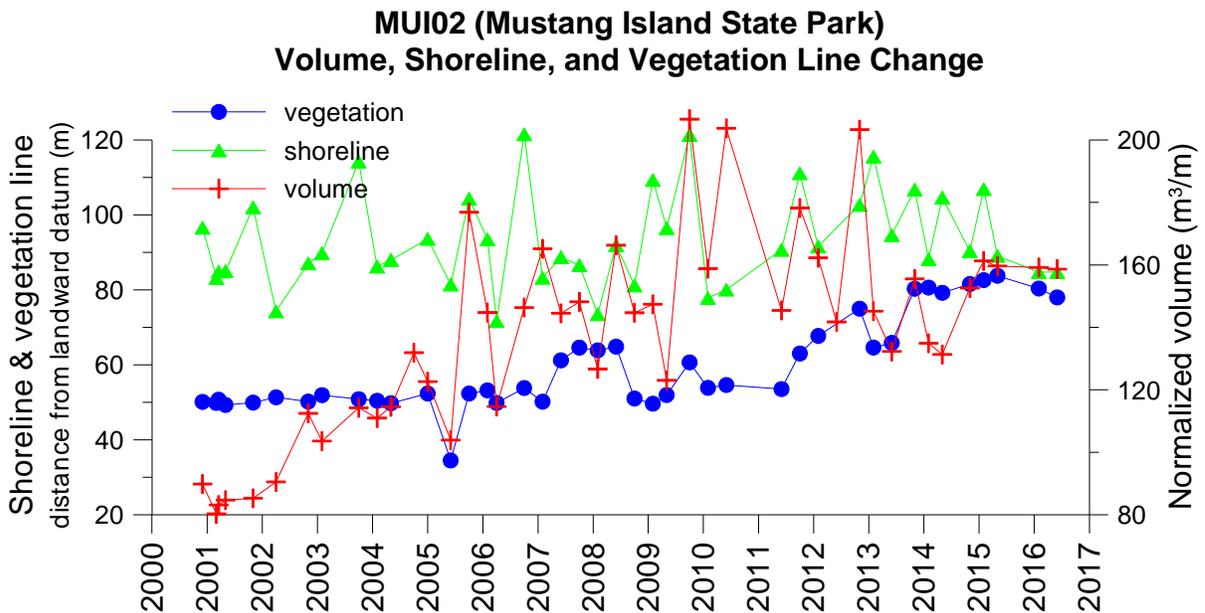
MAT03 volumes were calculated from datum to 3.75 m below datum. Profiles that did not extend to -3.75 m were extrapolated.



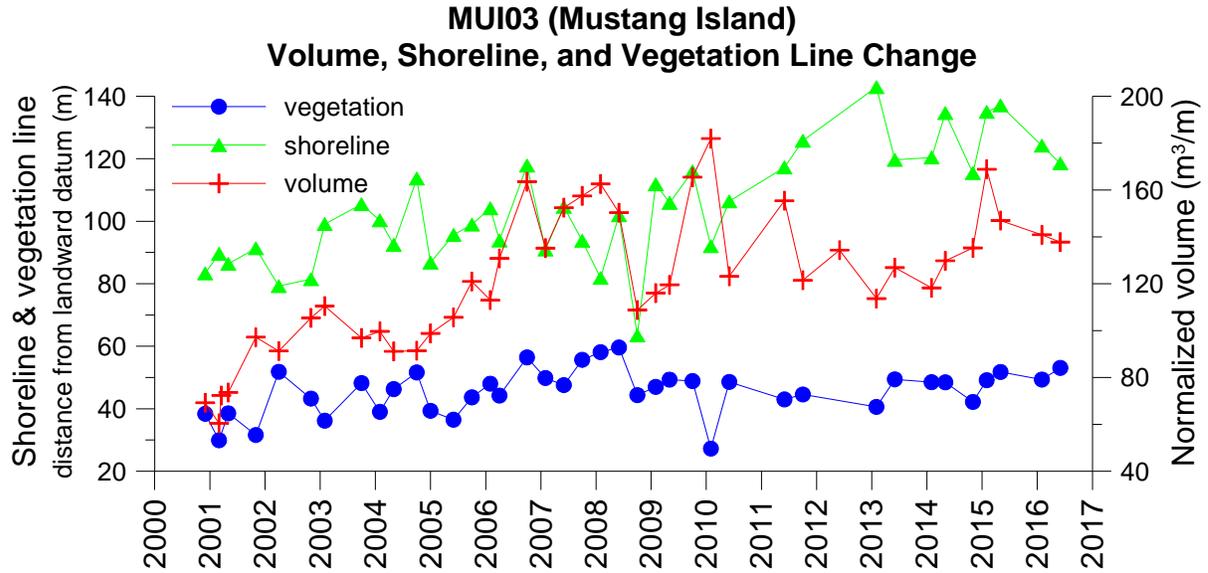
MUI01 volumes were calculated from datum to 2.5 m below datum. Profiles that did not extend to -2.5 m were extrapolated.



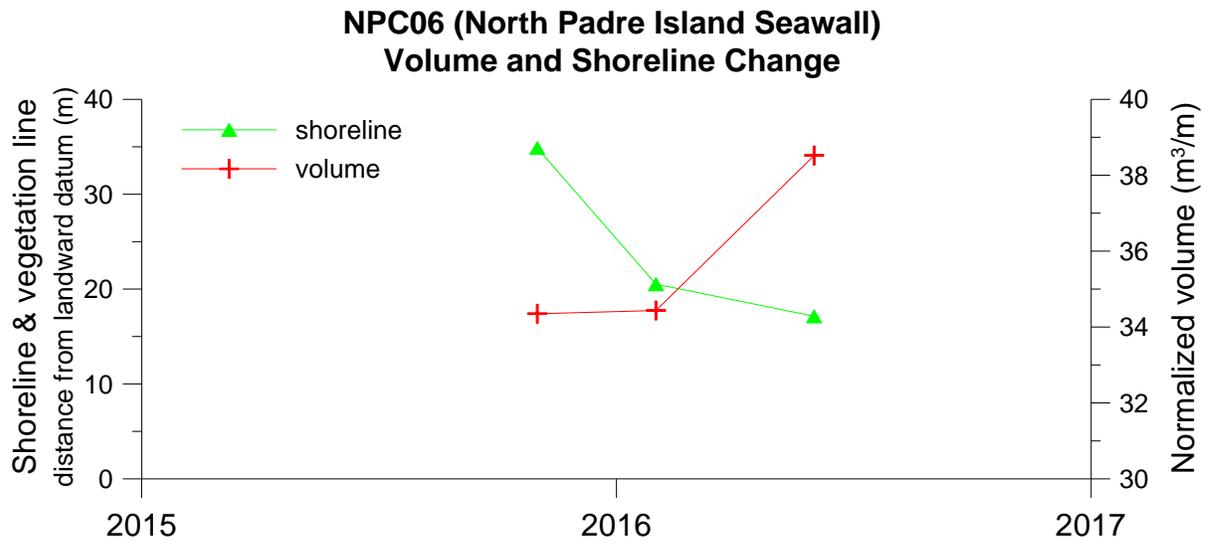
MUI02 volumes were calculated from datum to 0.5 m below datum. Profiles that did not extend to -0.5 m were extrapolated.



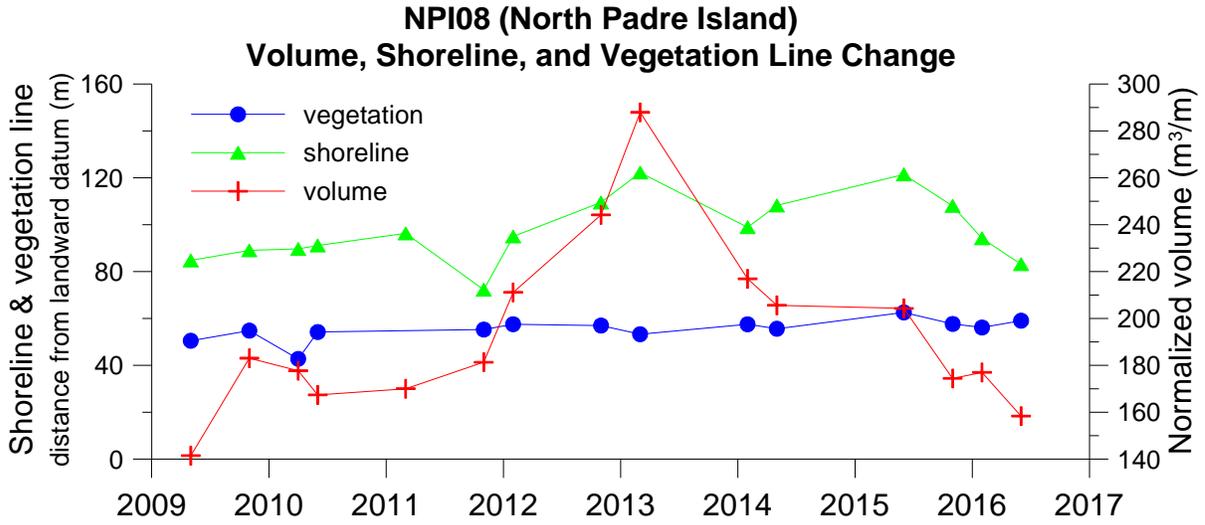
MUI03 volumes were calculated from datum to 2.5 m below datum. Profiles that did not extend to -2.5 m were extrapolated.



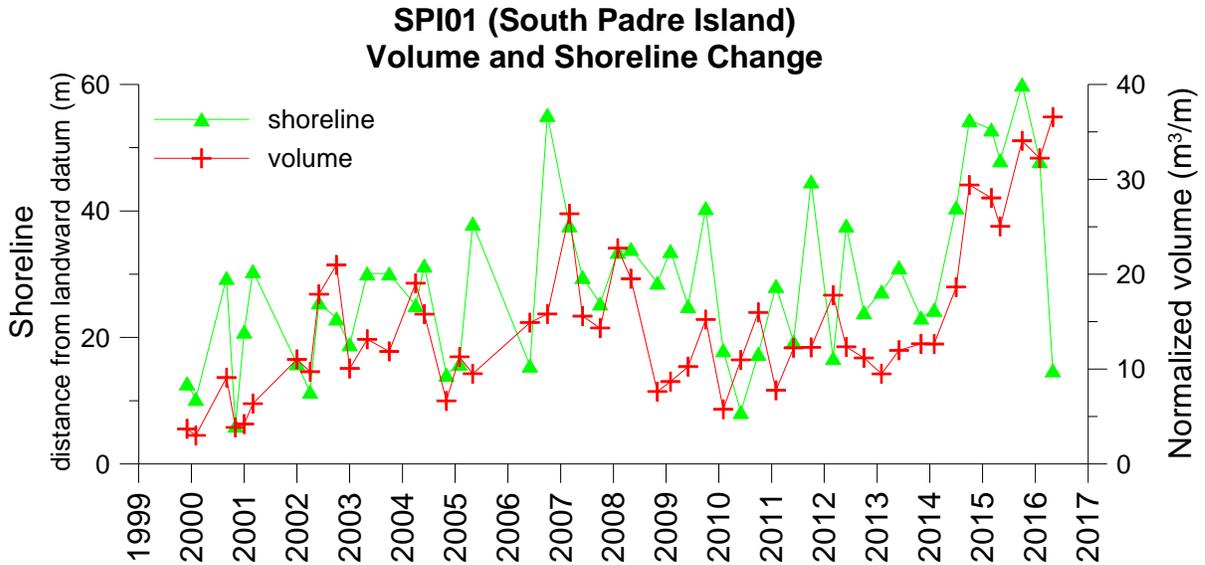
NPC06 volumes were calculated from datum to 3.25 m below datum. Profiles that did not extend to -3.25 m were extrapolated.



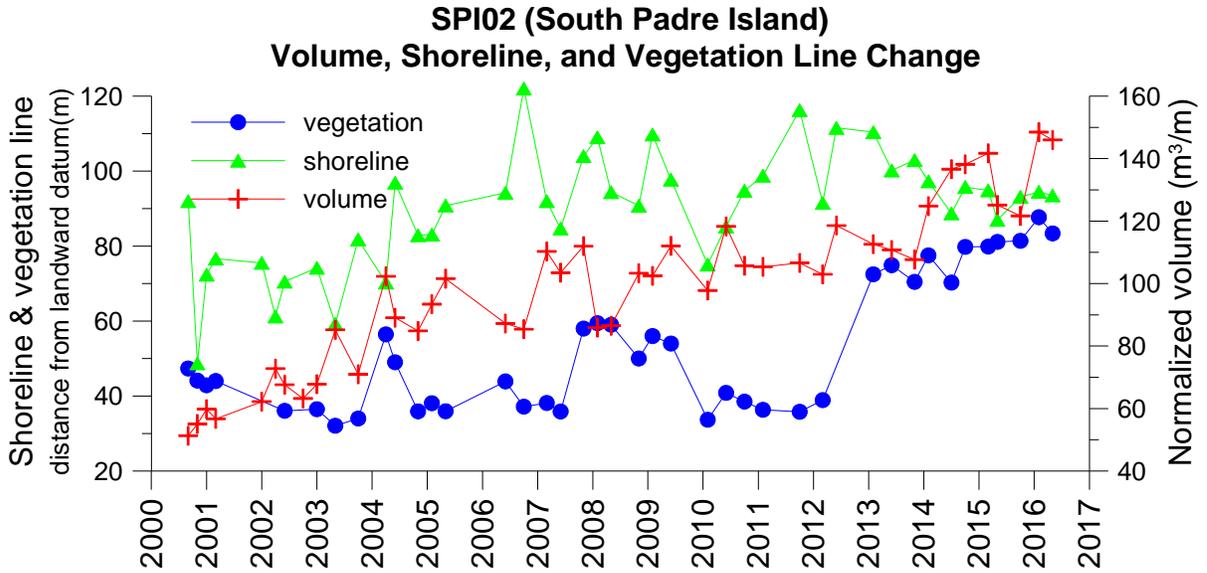
NPI08 volumes were calculated from datum to 1.25 m below datum. Profiles that did not extend to -1.25 m were extrapolated.



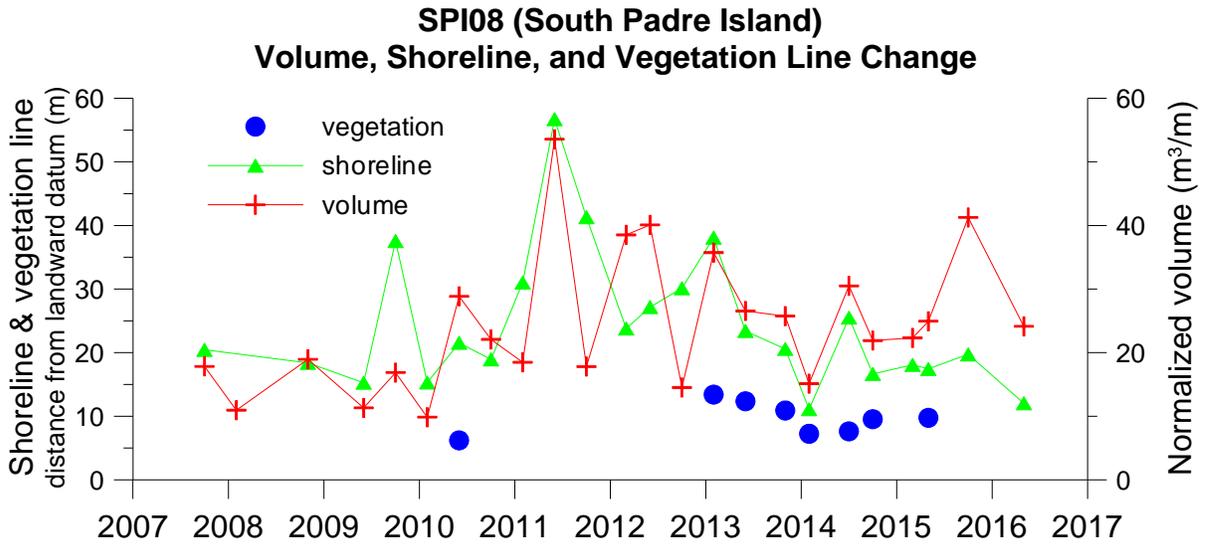
SPI01 volumes were calculated from datum to 2 m below datum. Profiles that did not extend to -2 m were extrapolated.



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



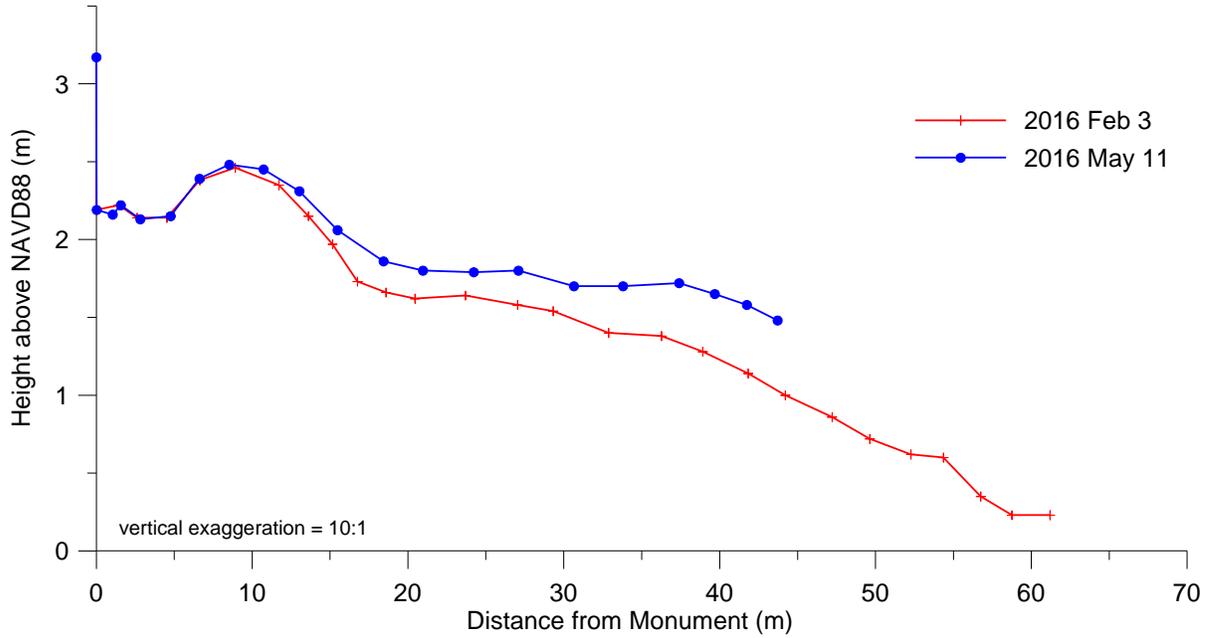
SPI08 volumes were calculated from datum to 2.5 m below datum. Profiles that did not extend to -2.5 m were extrapolated.



## APPENDIX C: GRAPHS OF BEACH PROFILES

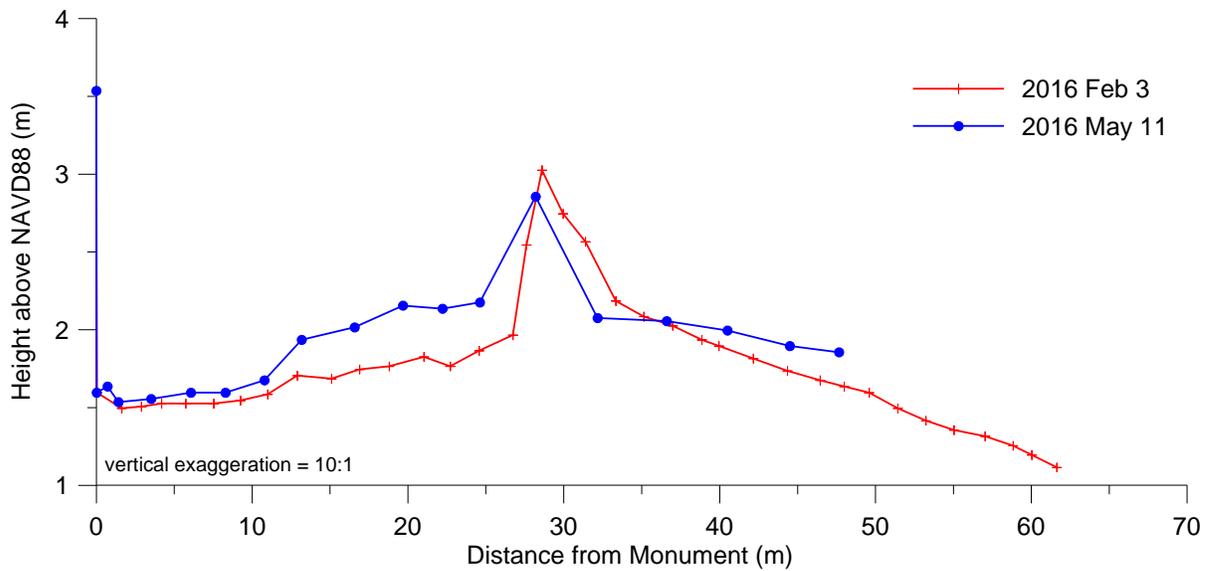
### BOL02

BOL02 (West of Rollover Pass, Bolivar Peninsula)

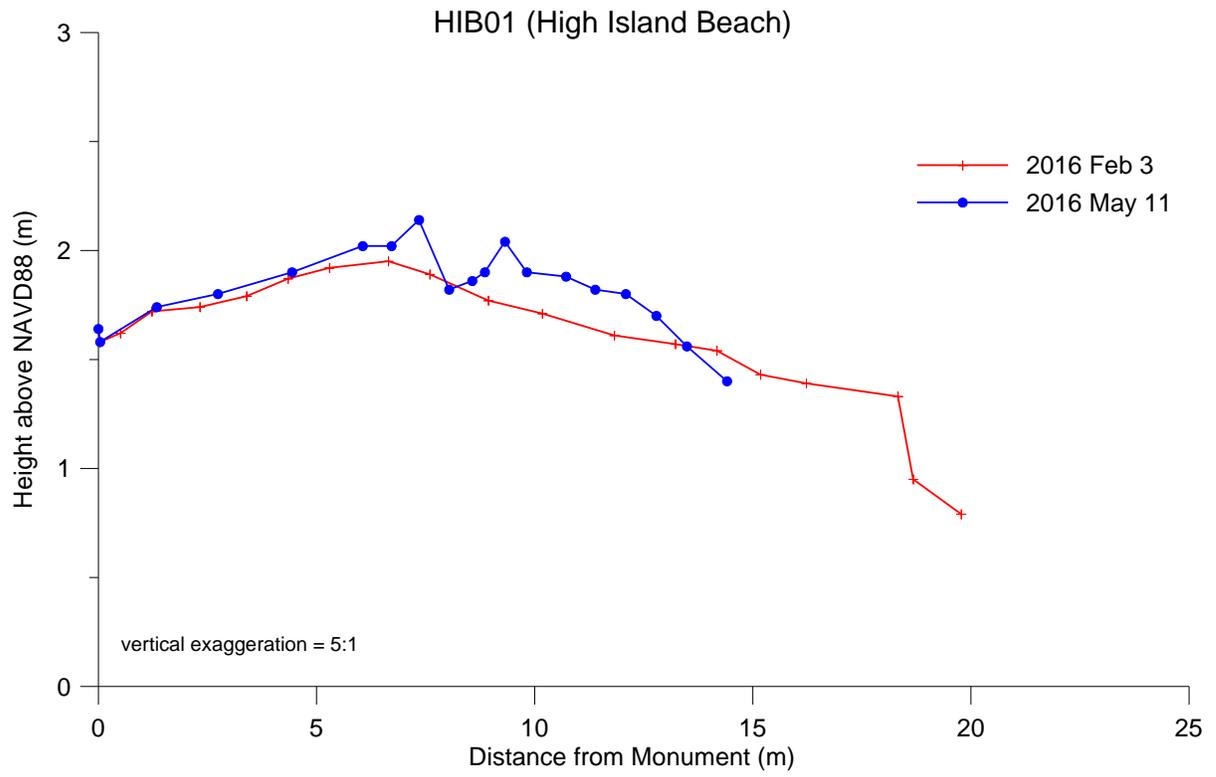


### BOL03

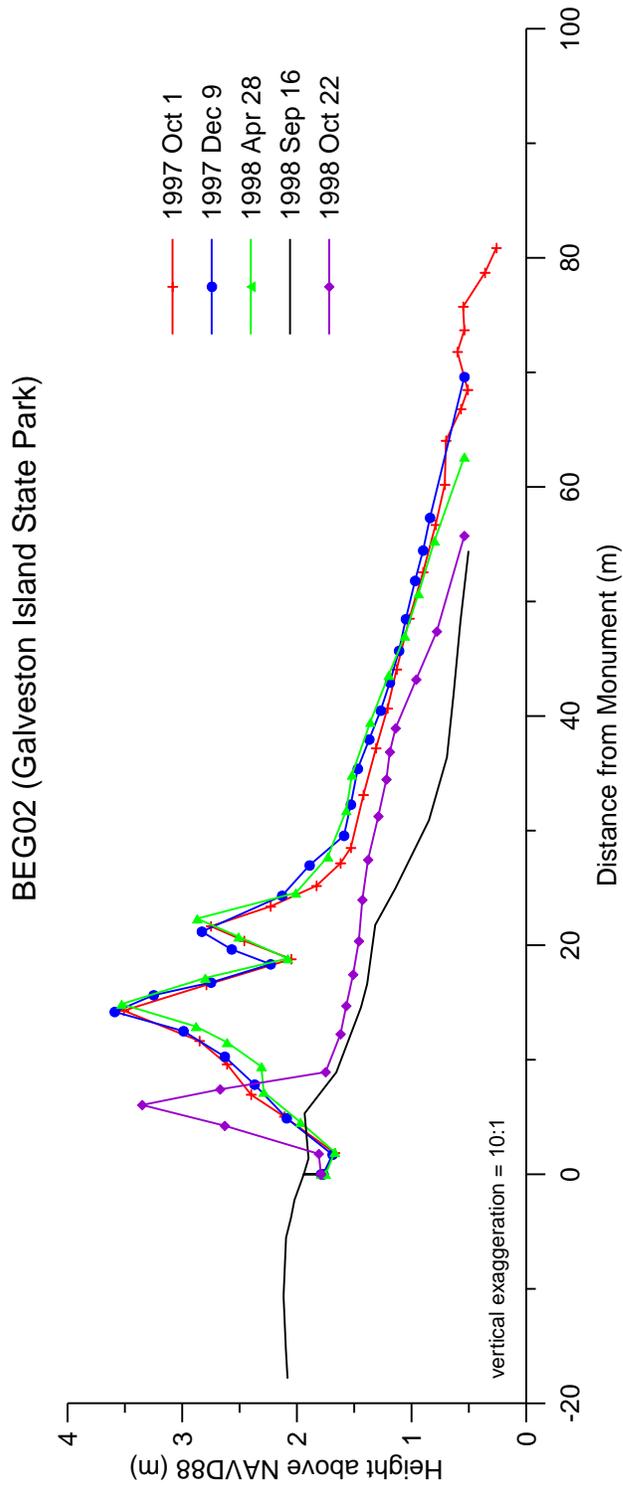
BOL03 (East of Rollover Pass, Bolivar Peninsula)

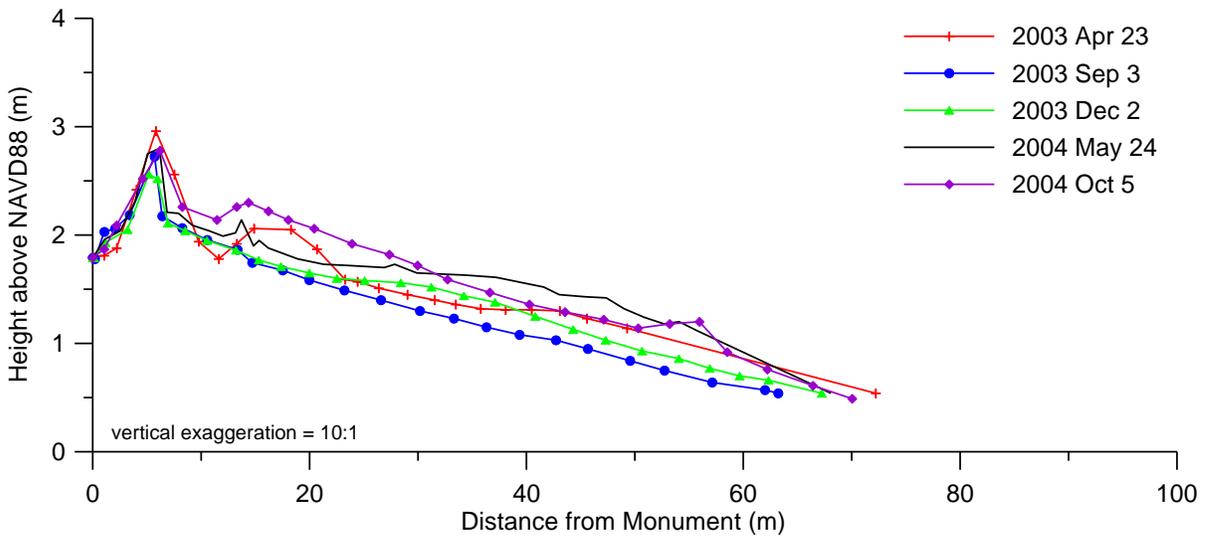
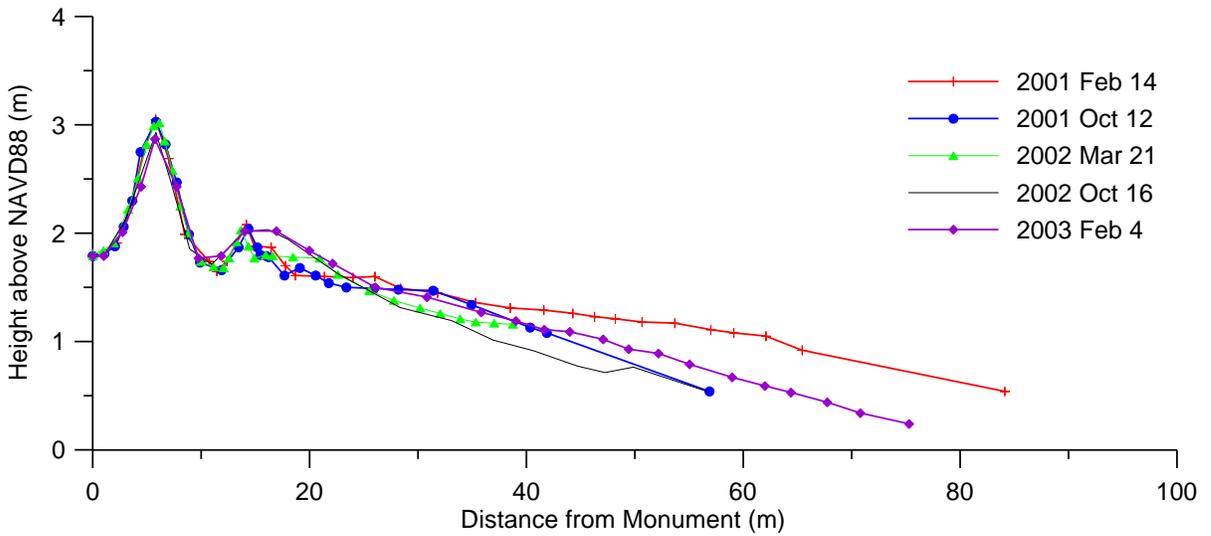
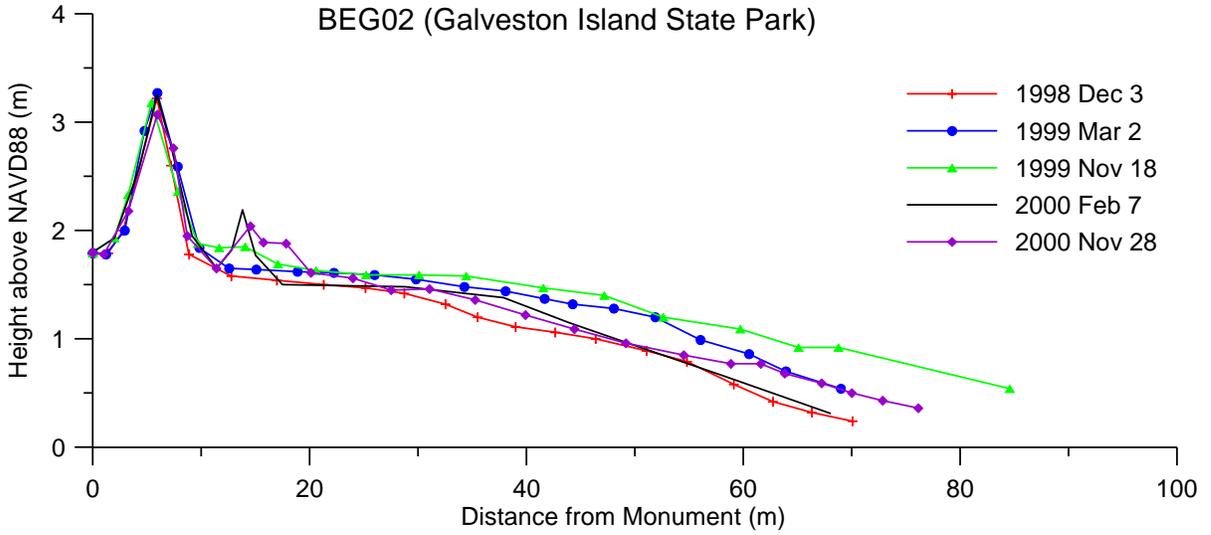


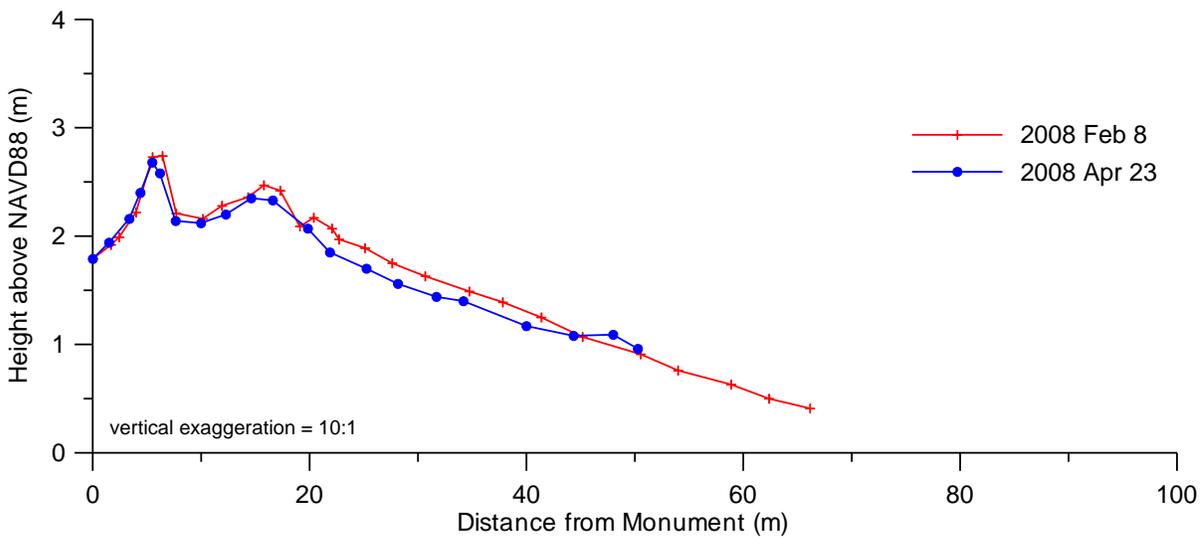
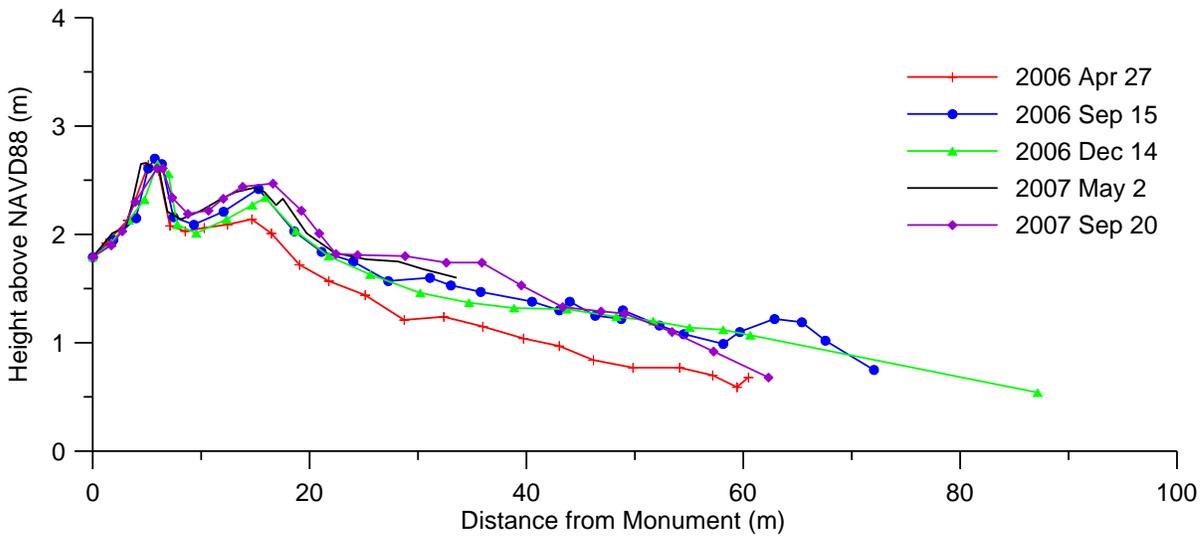
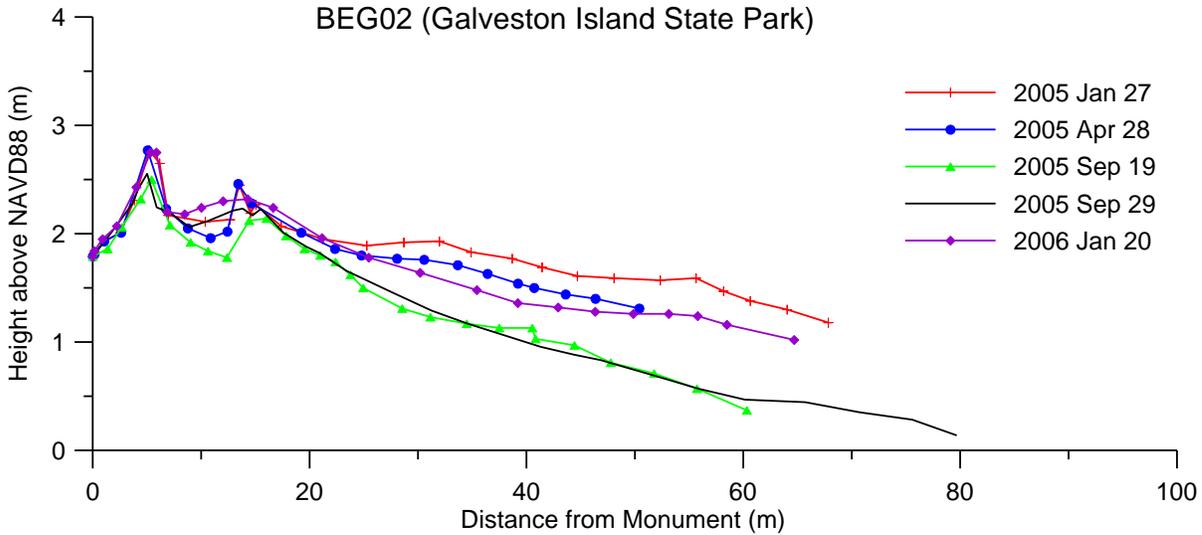
# HIB01



BEG02

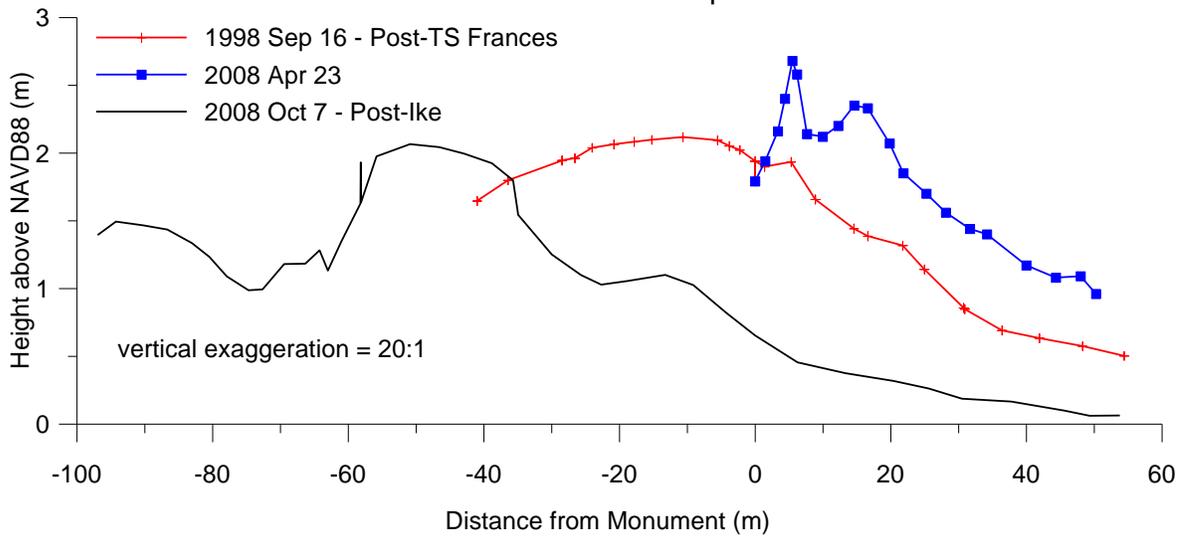




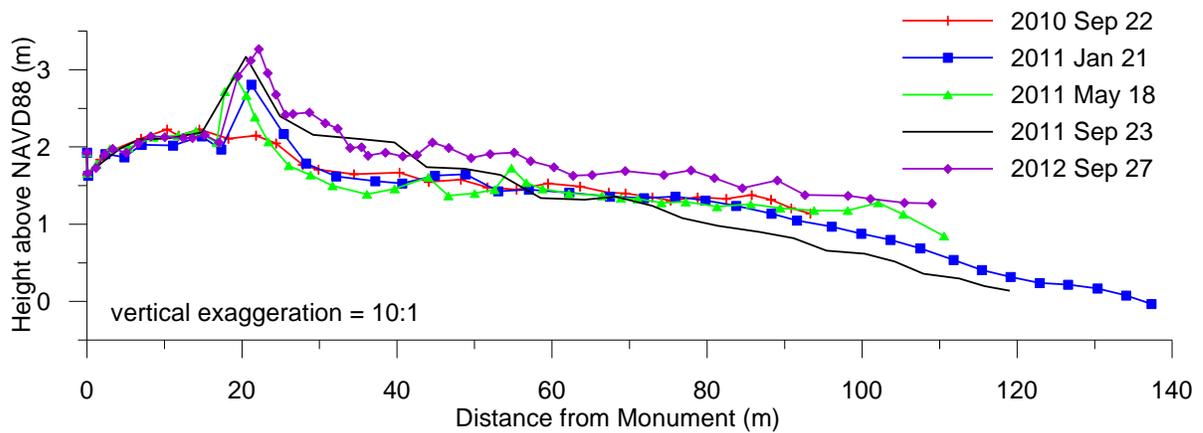
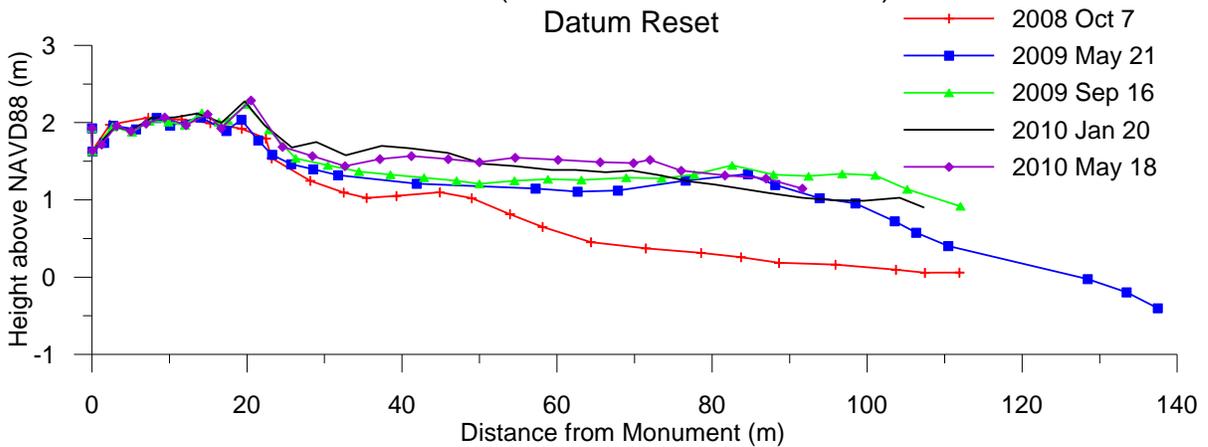


# BEG02R

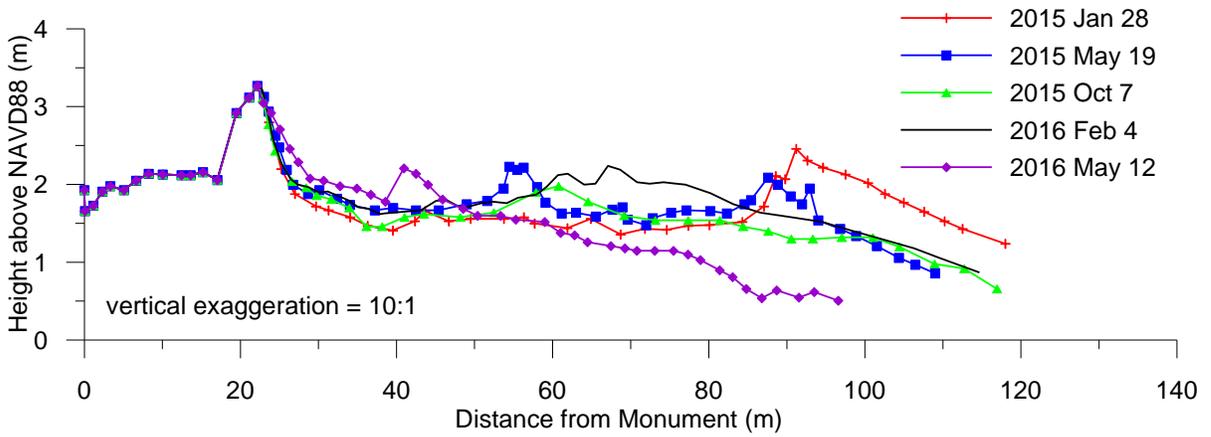
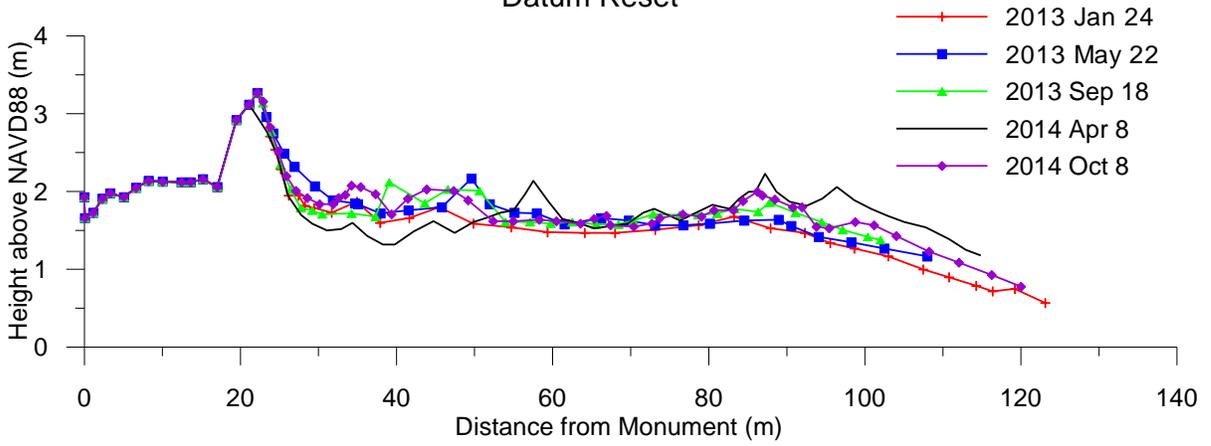
## BEG02R (Galveston Island State Park) Pre- and Post-Ike Comparison



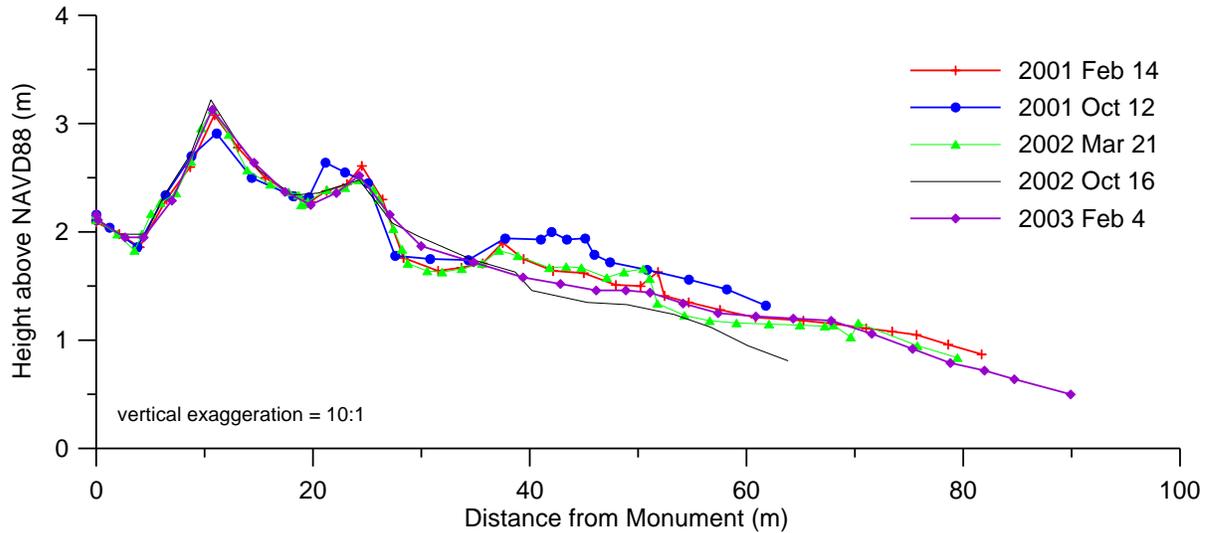
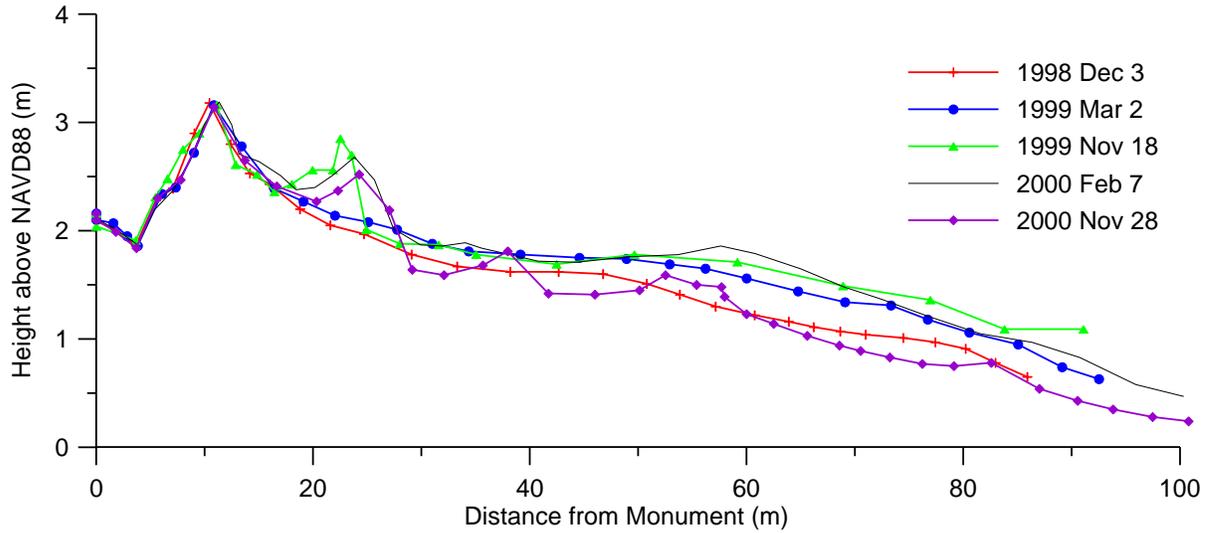
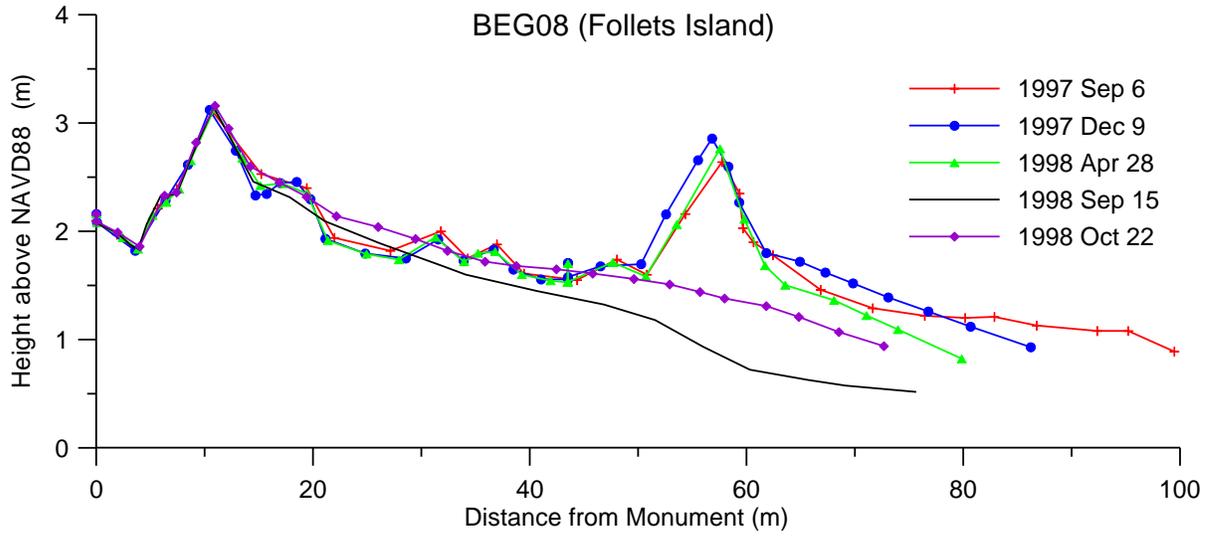
## BEG02R (Galveston Island State Park) Datum Reset

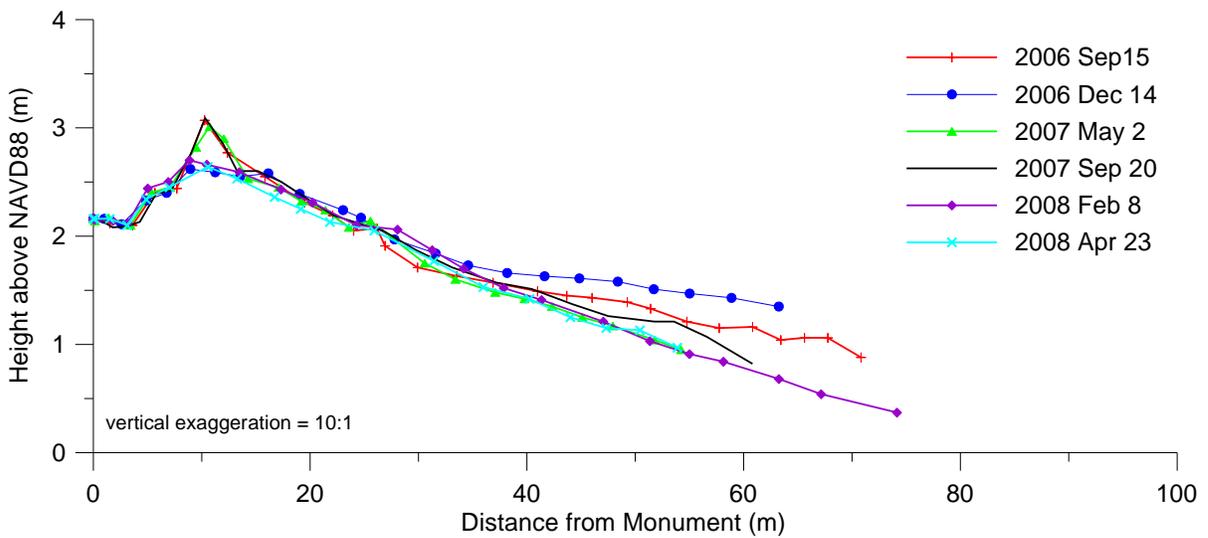
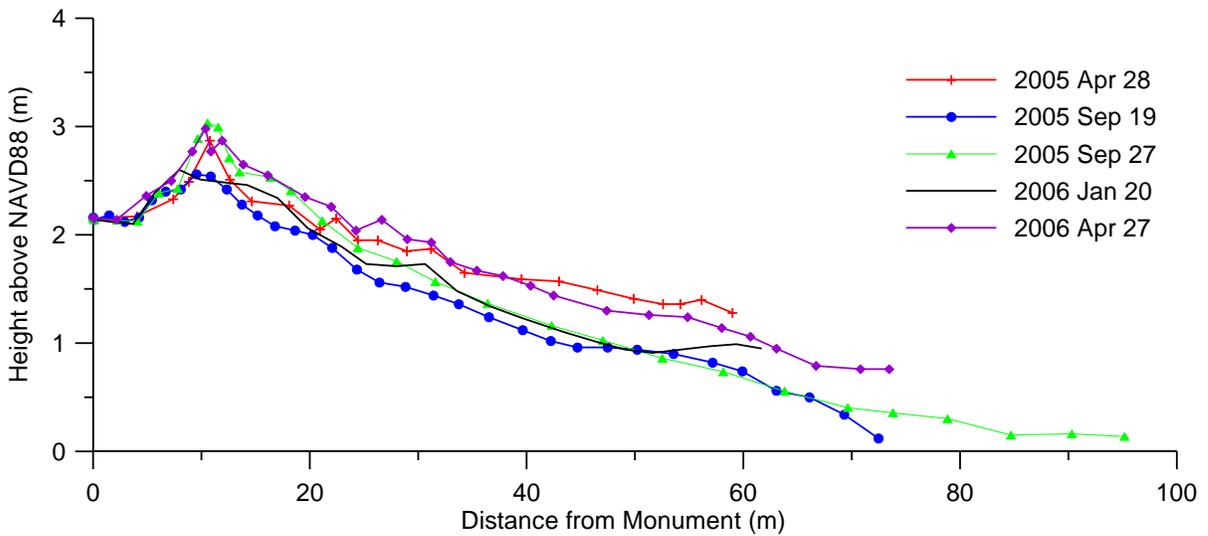
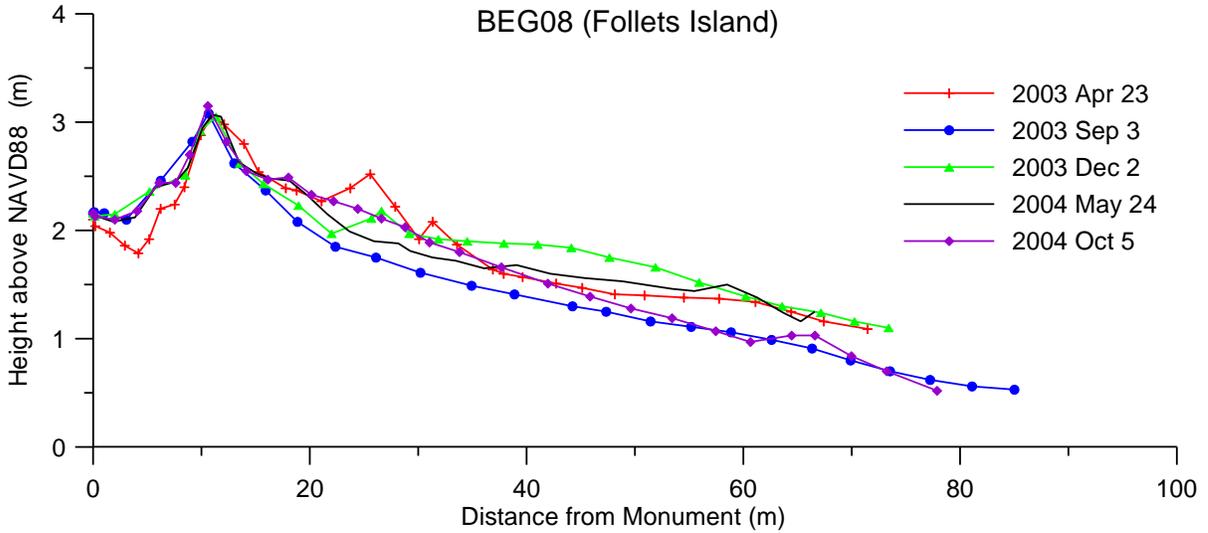


BEG02R (Galveston Island State Park)  
Datum Reset

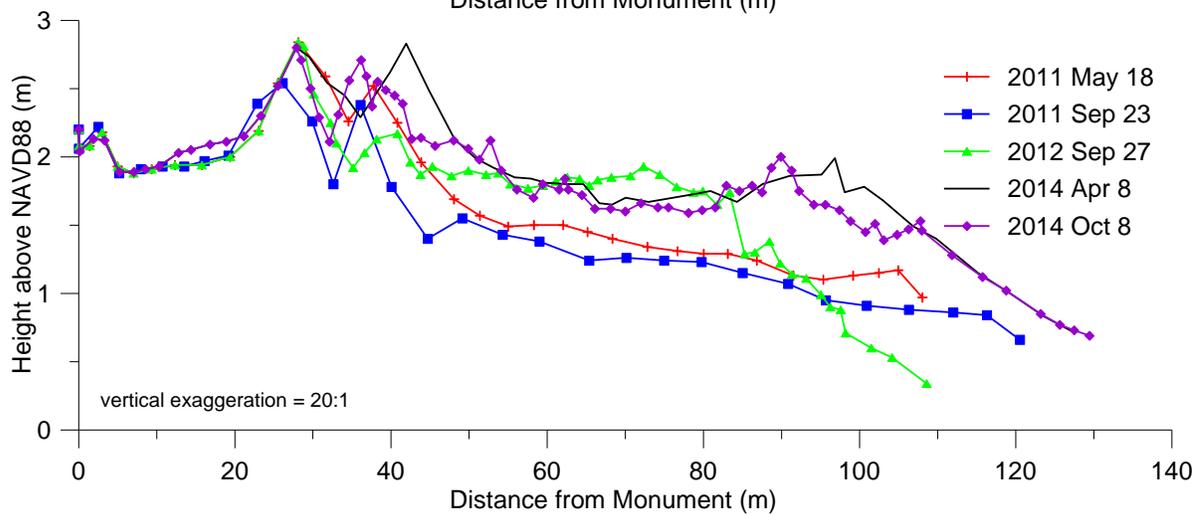
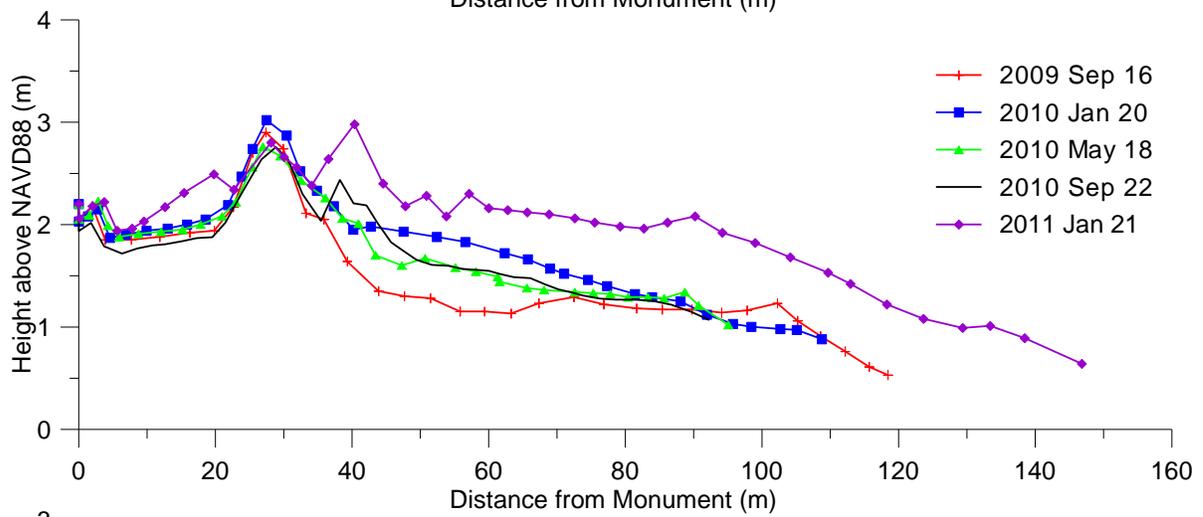
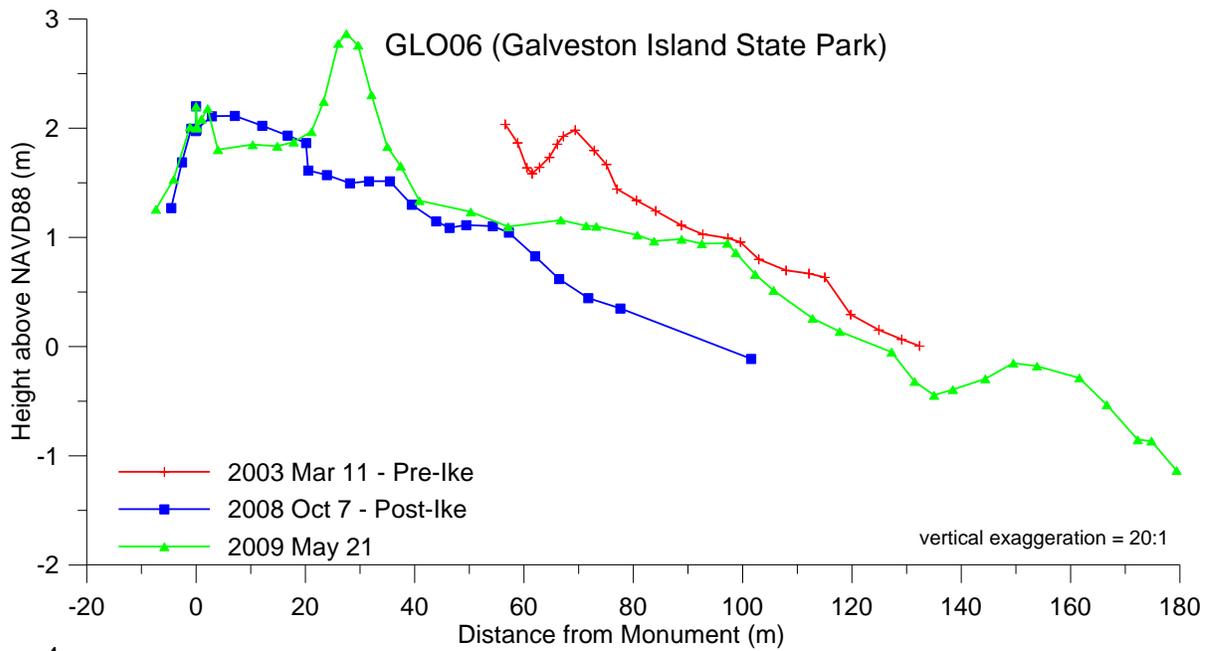


# BEG08

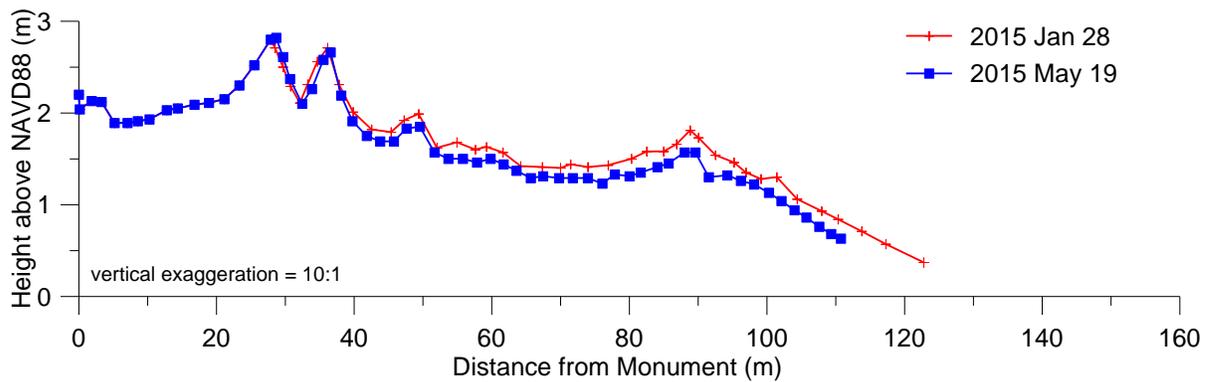




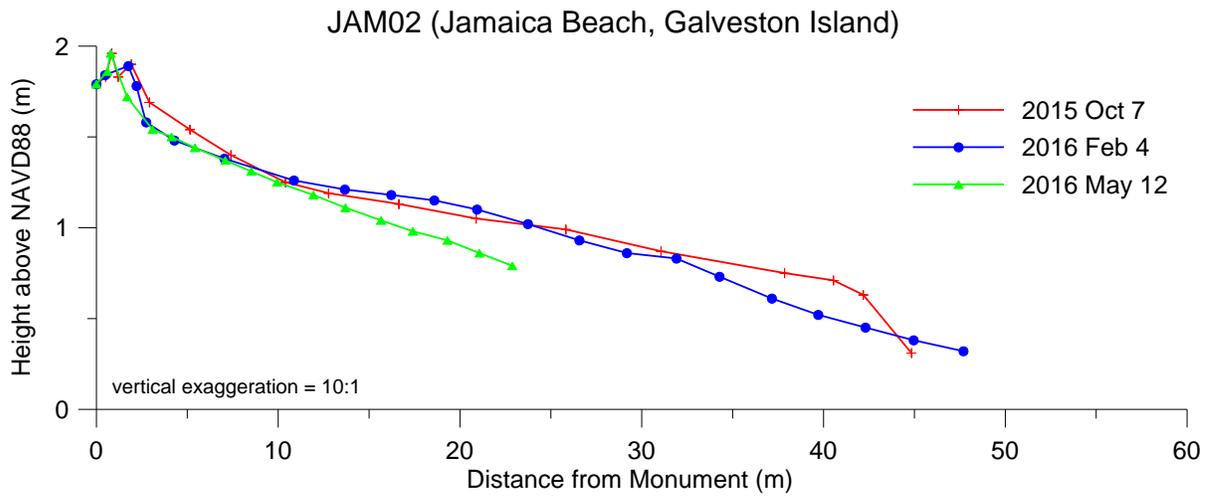
# GLO06



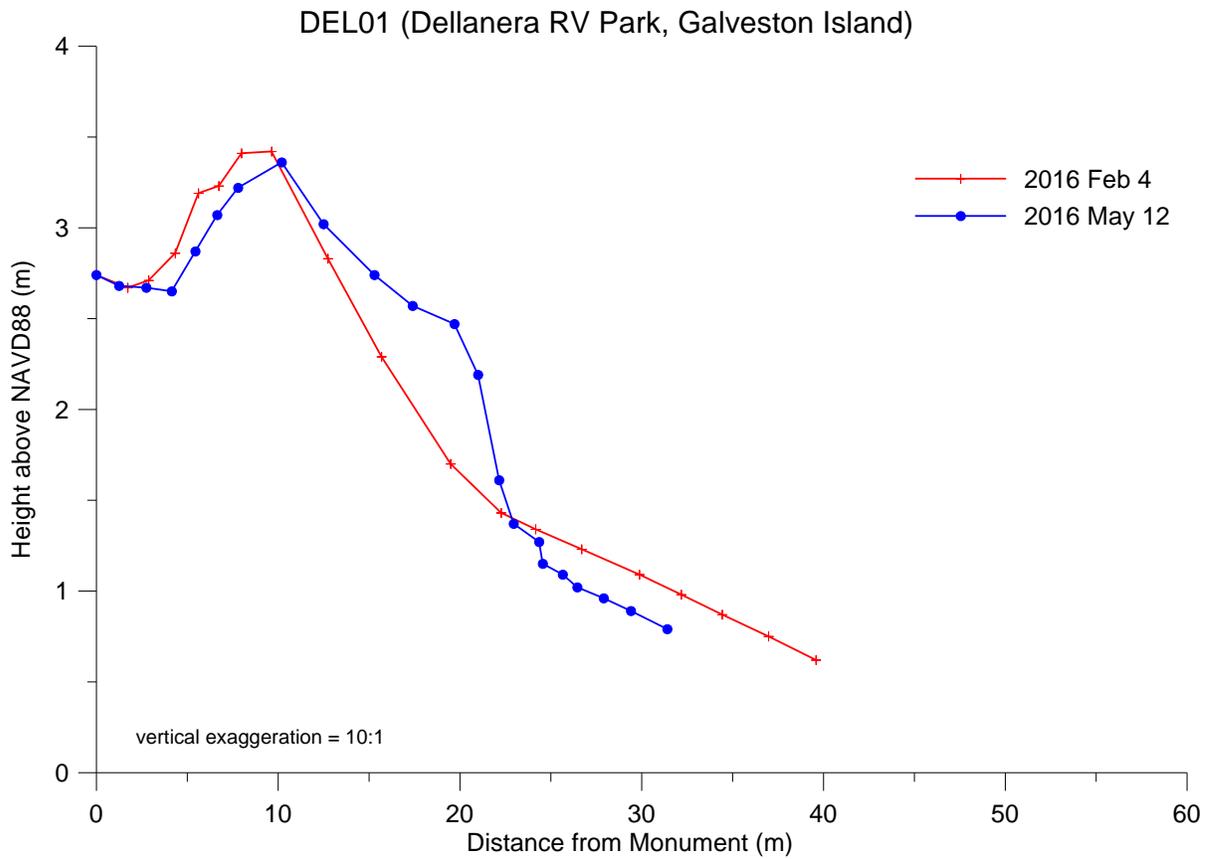
### GLO06 (Galveston Island State Park)



## JAM02

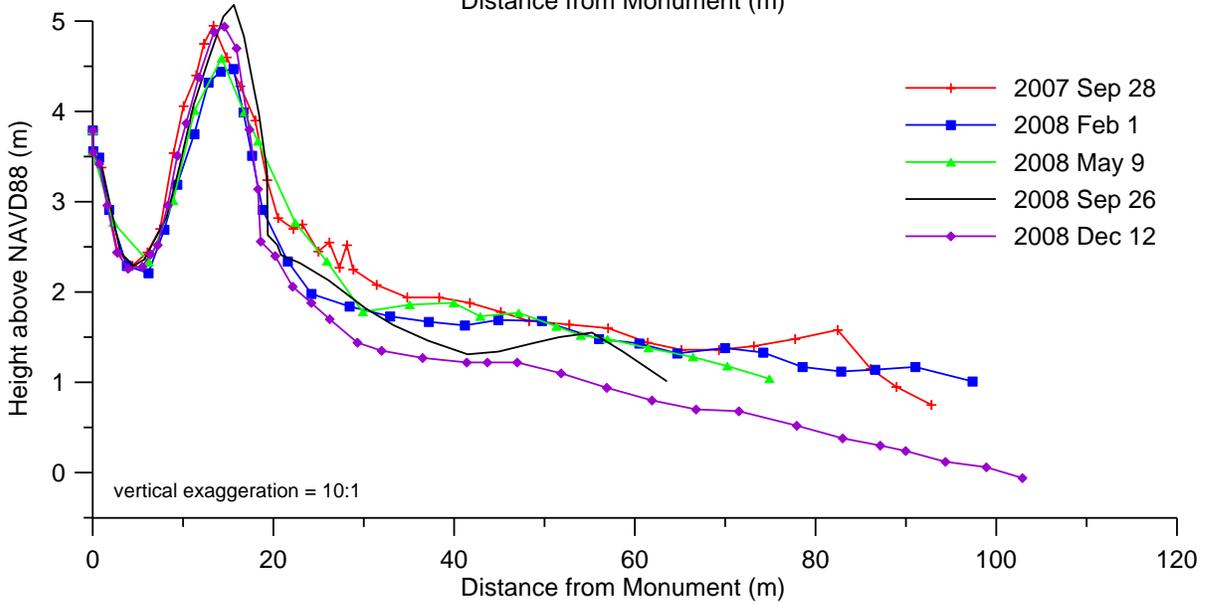
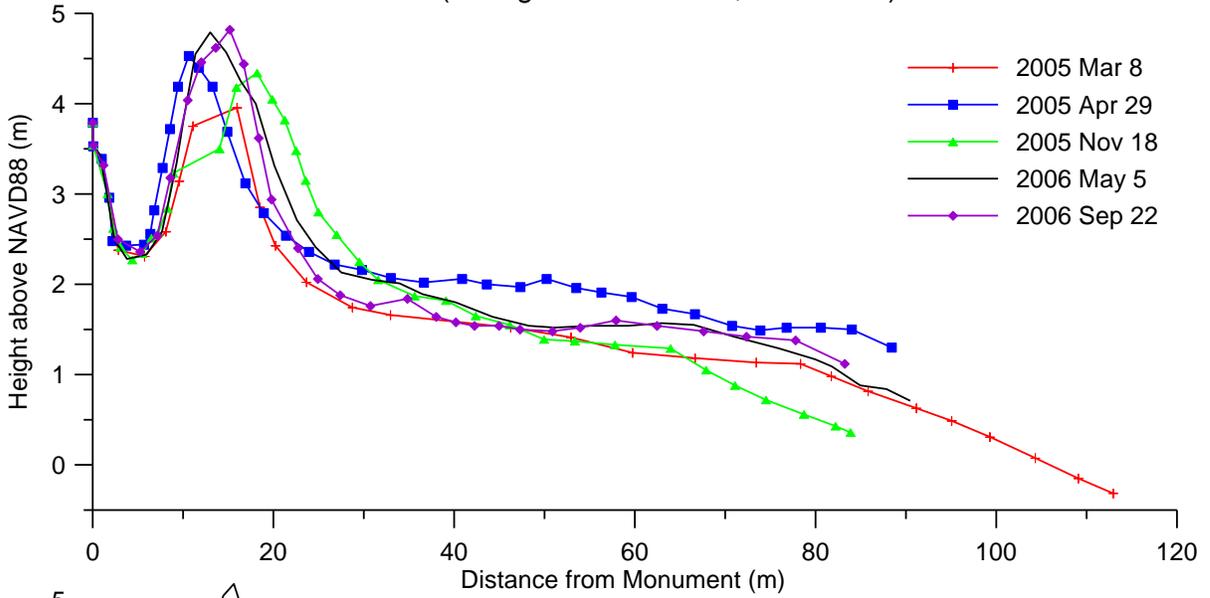


## DEL01

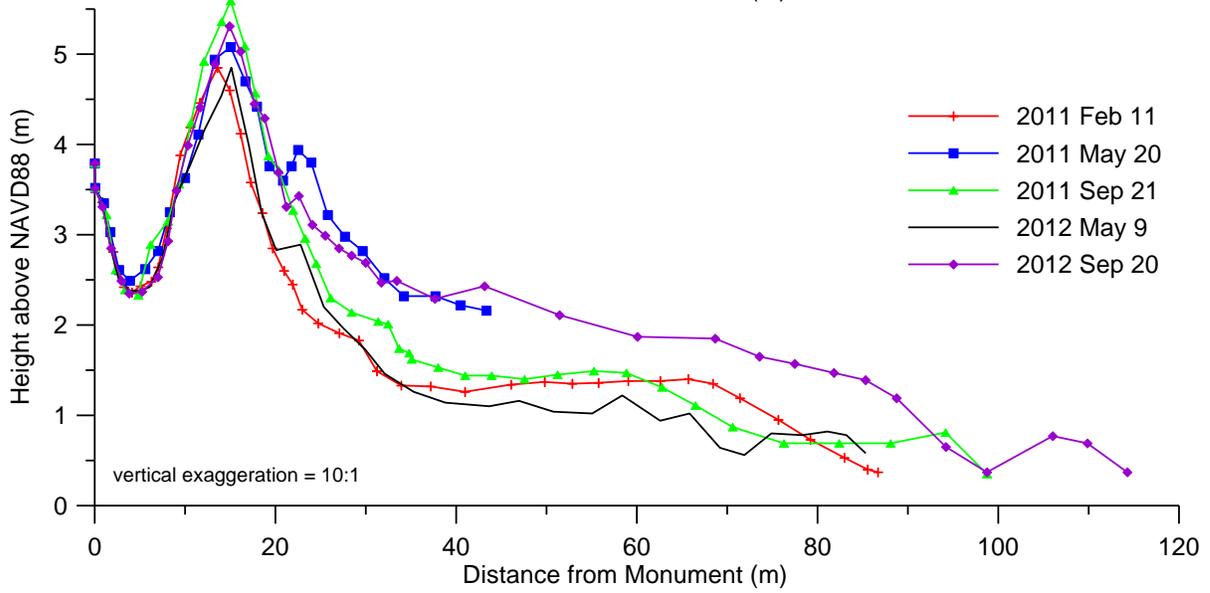
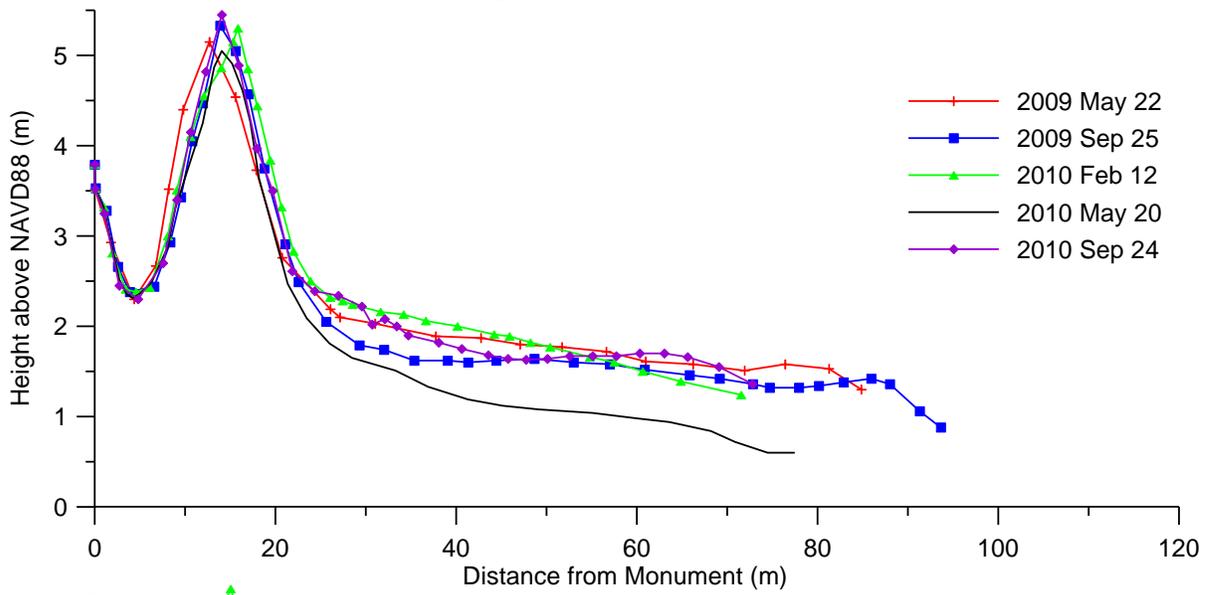


# MAT01

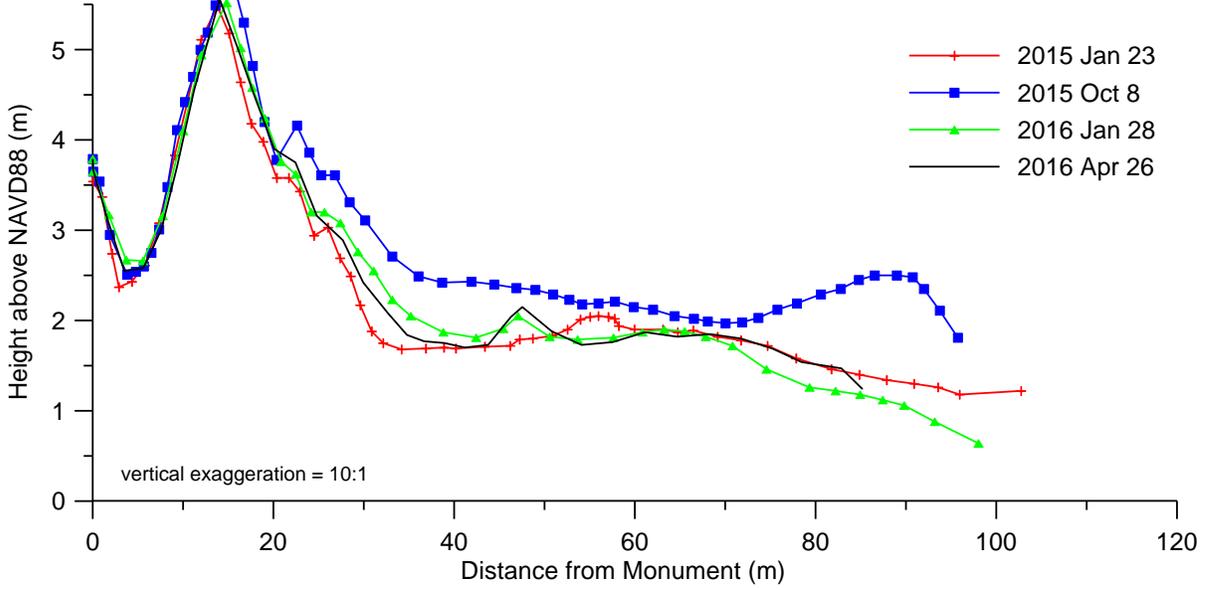
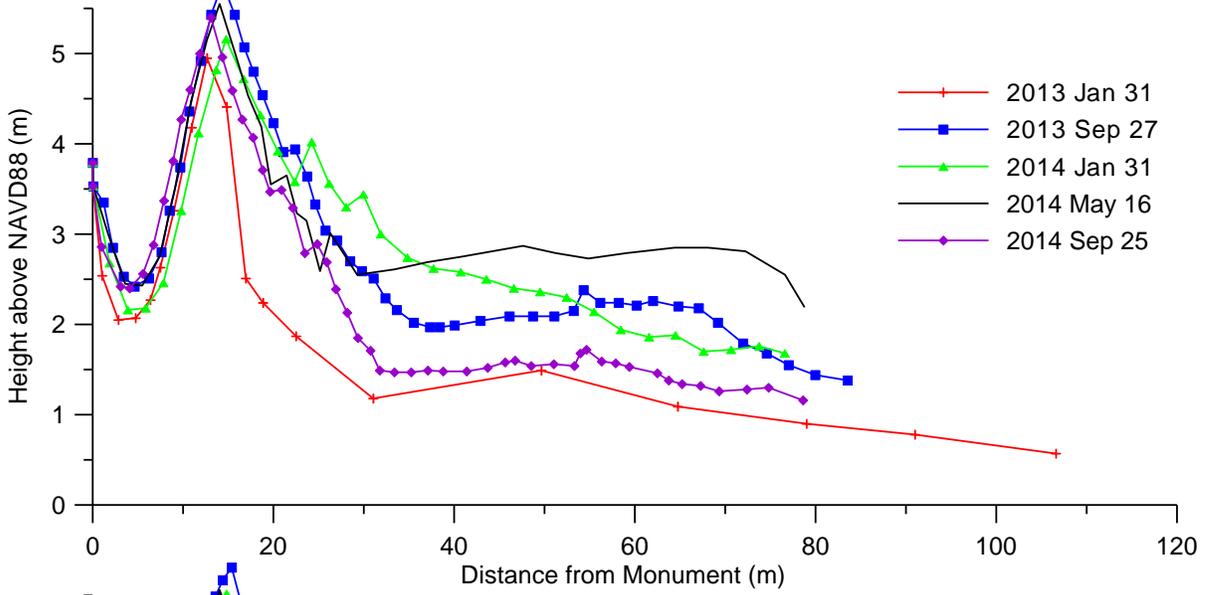
## MAT01 (Matagorda Peninsula, 3-Mile Cut)



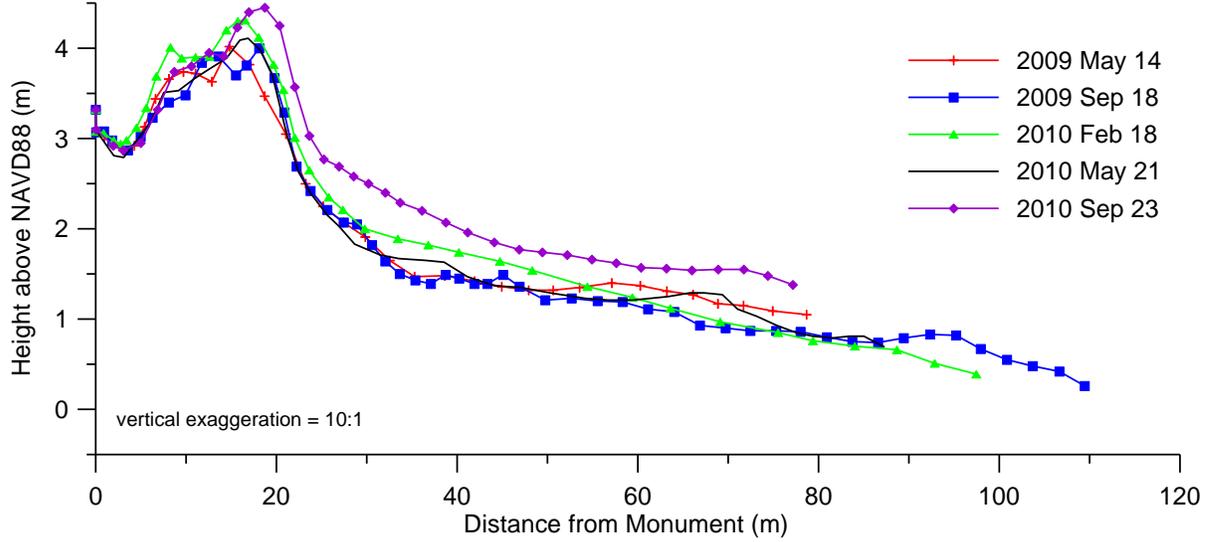
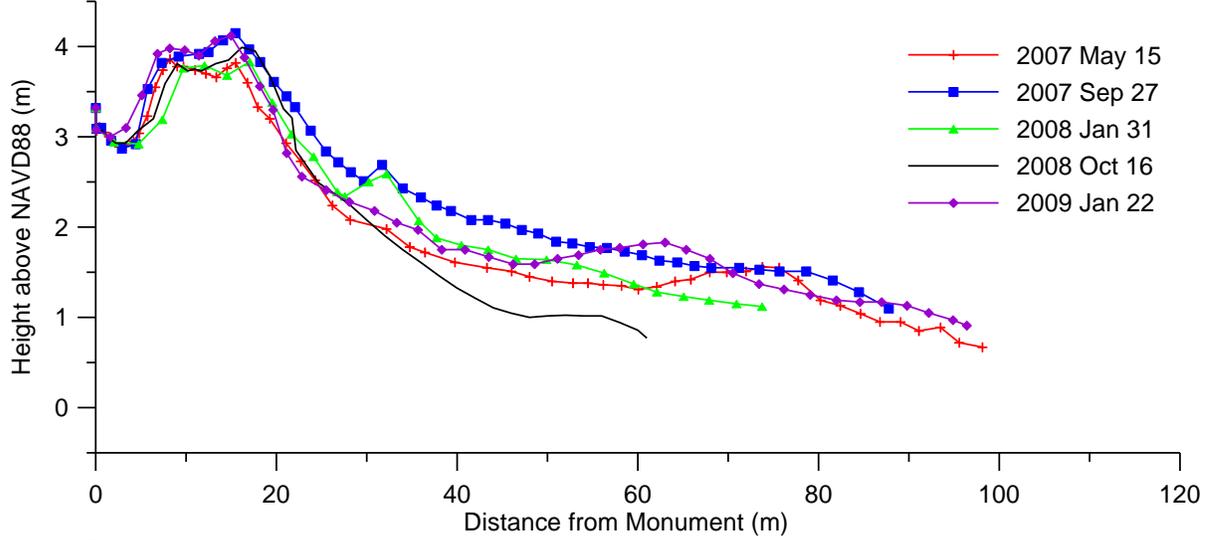
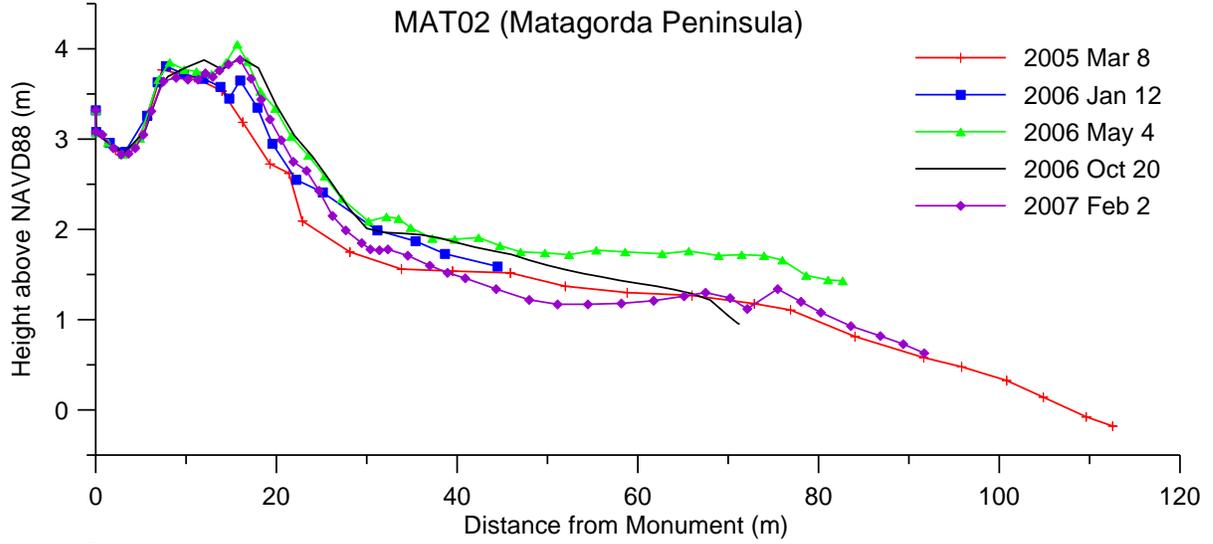
### MAT01 (Matagorda Peninsula, 3-Mile Cut)

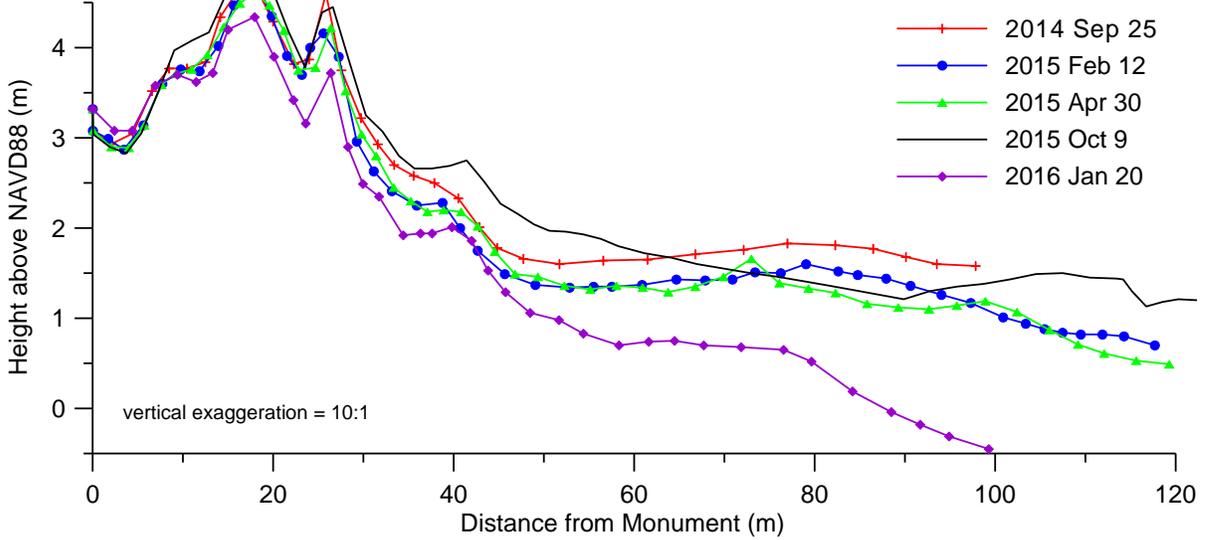
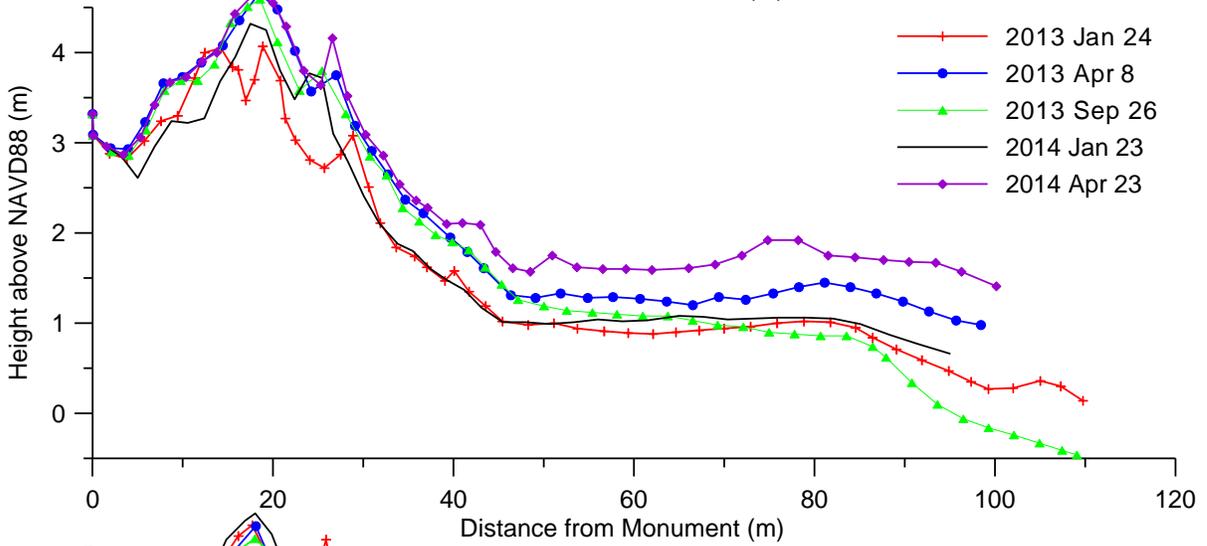
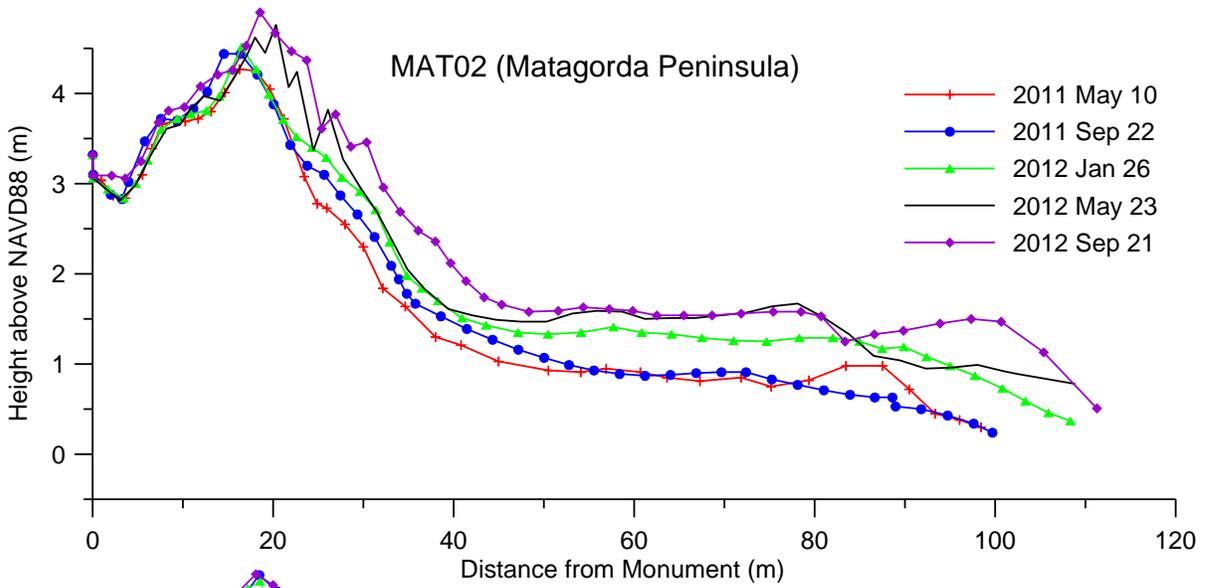


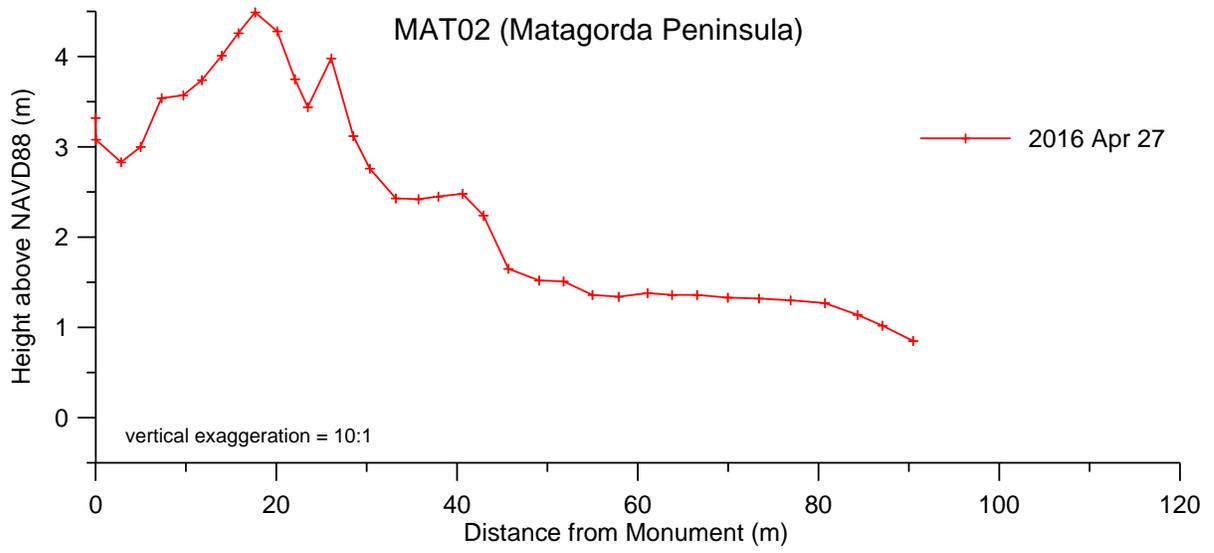
### MAT01 (Matagorda Peninsula, 3-Mile Cut)



# MAT02

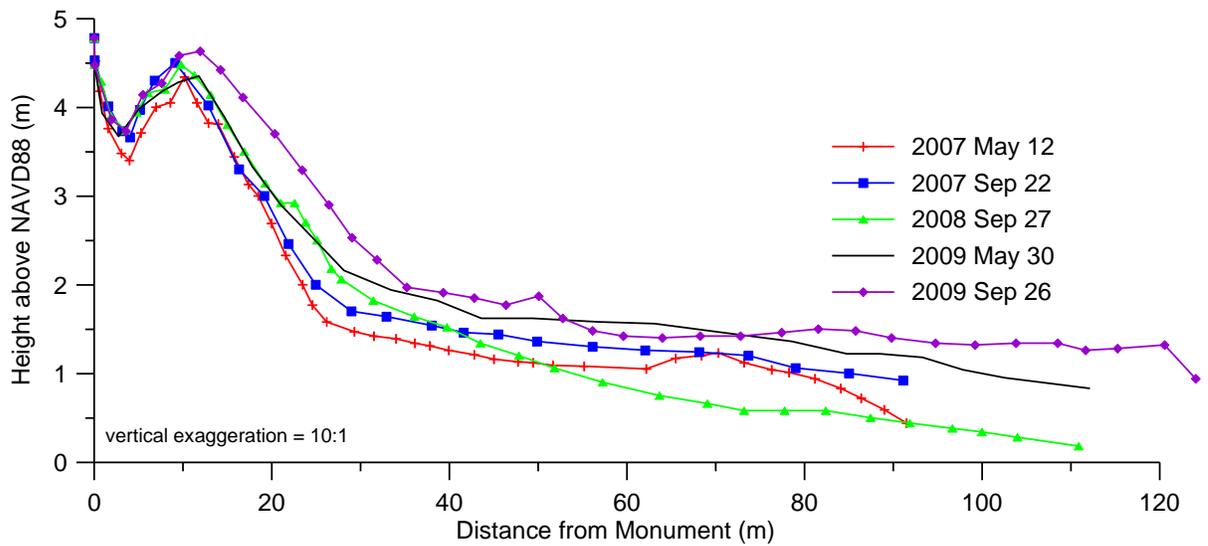
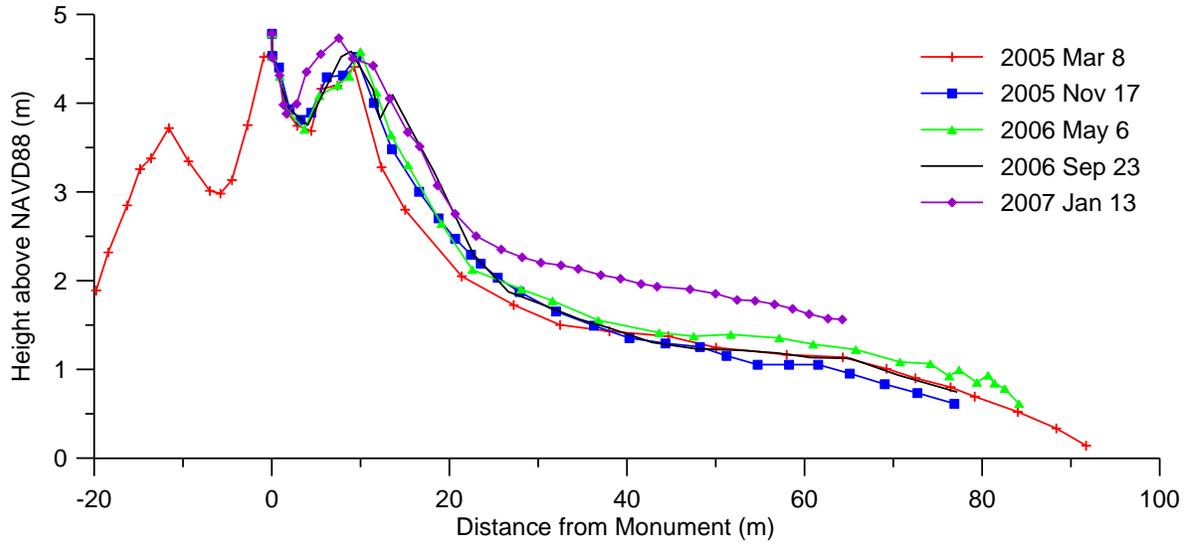




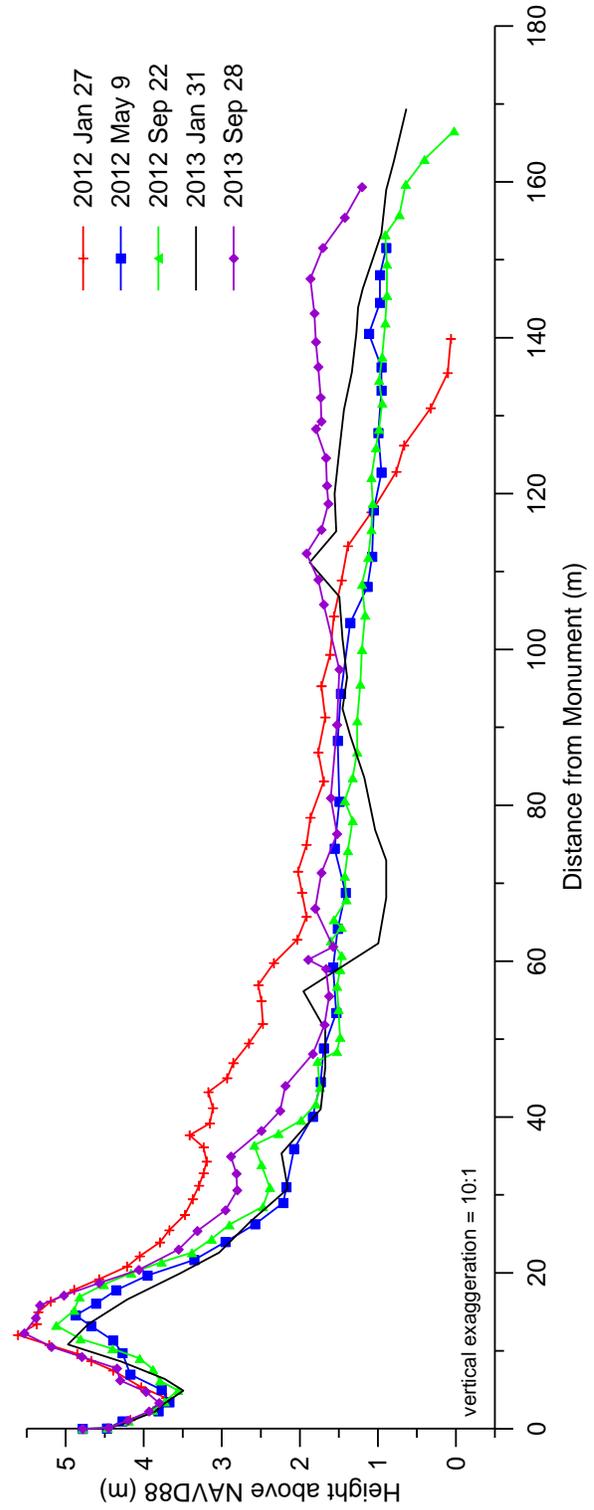
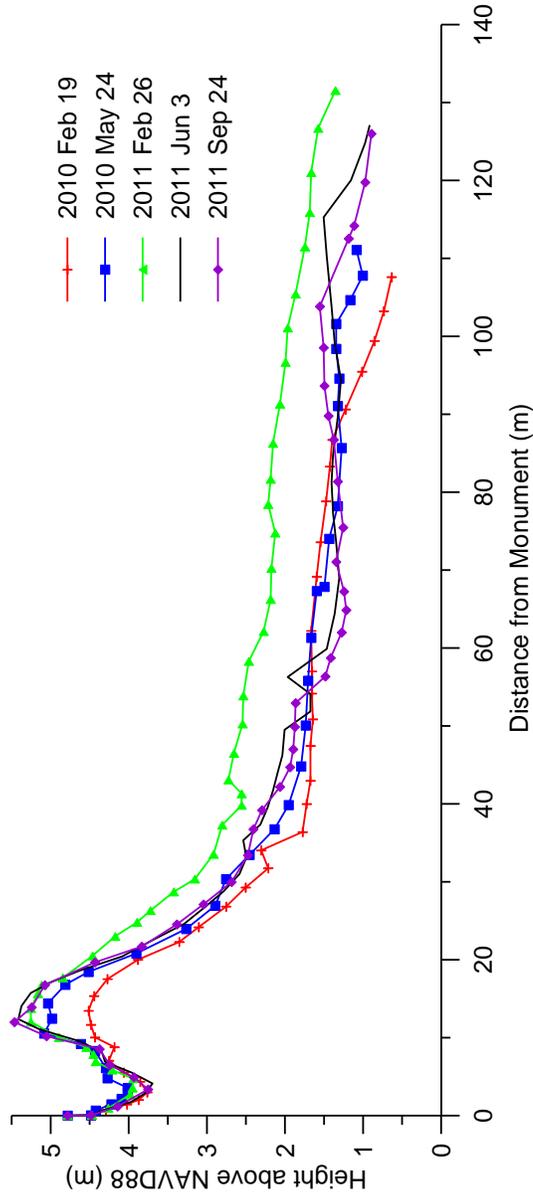


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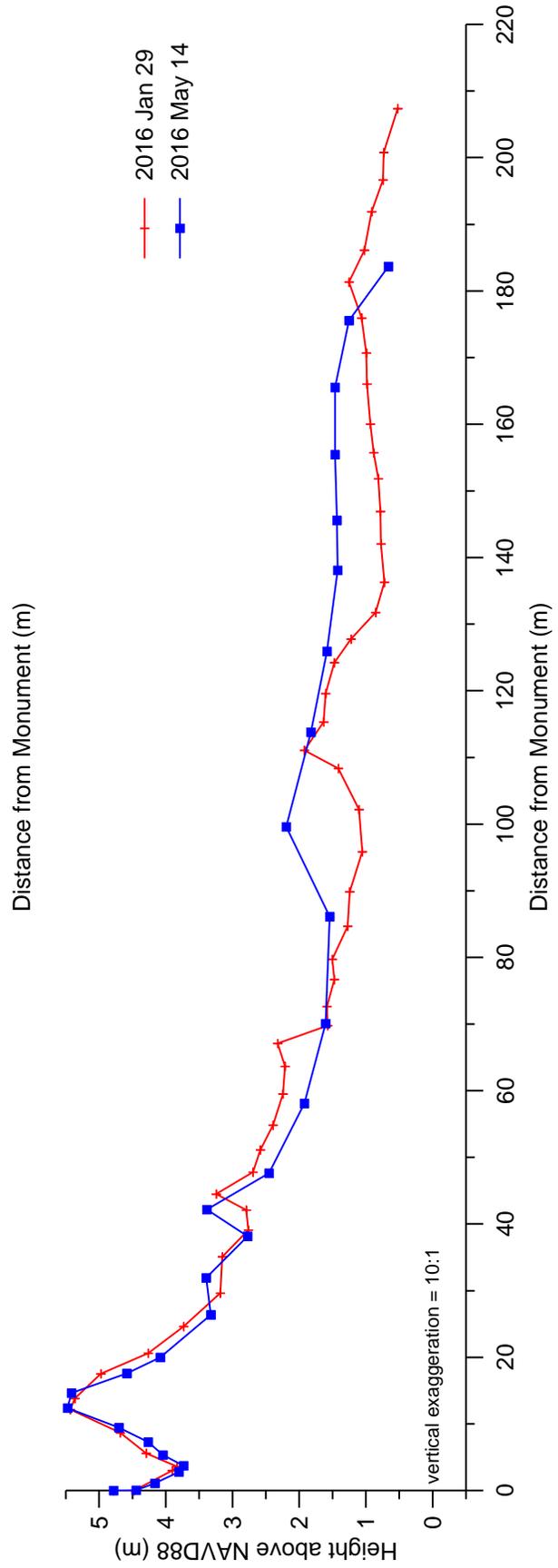
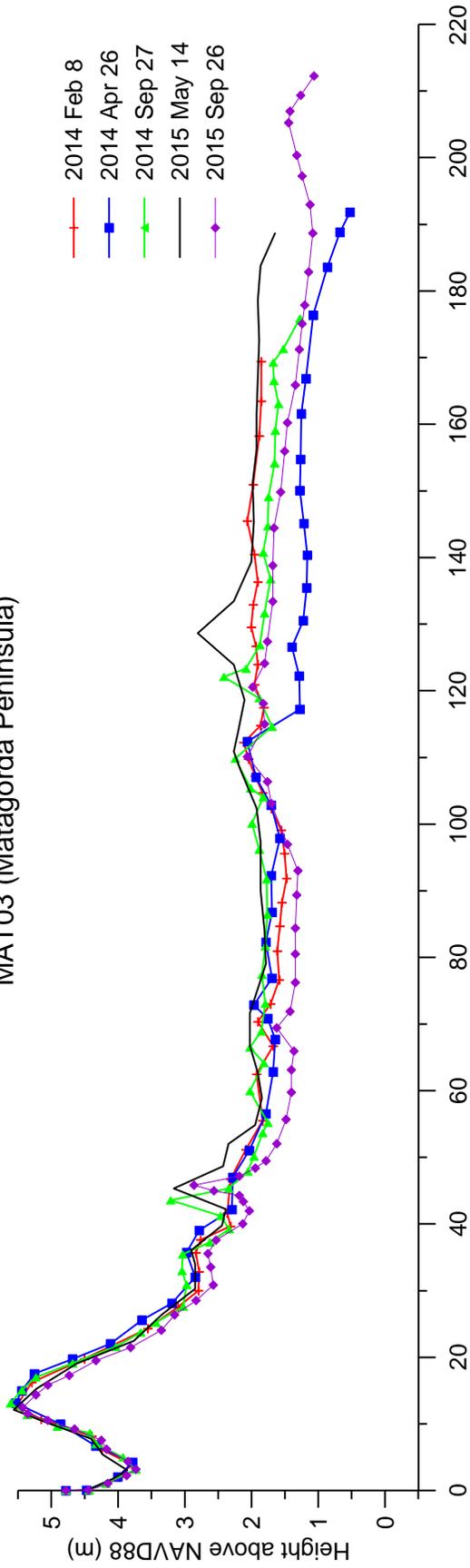
## MAT03 (Matagorda Peninsula)



MAT03 (Matagorda Peninsula)

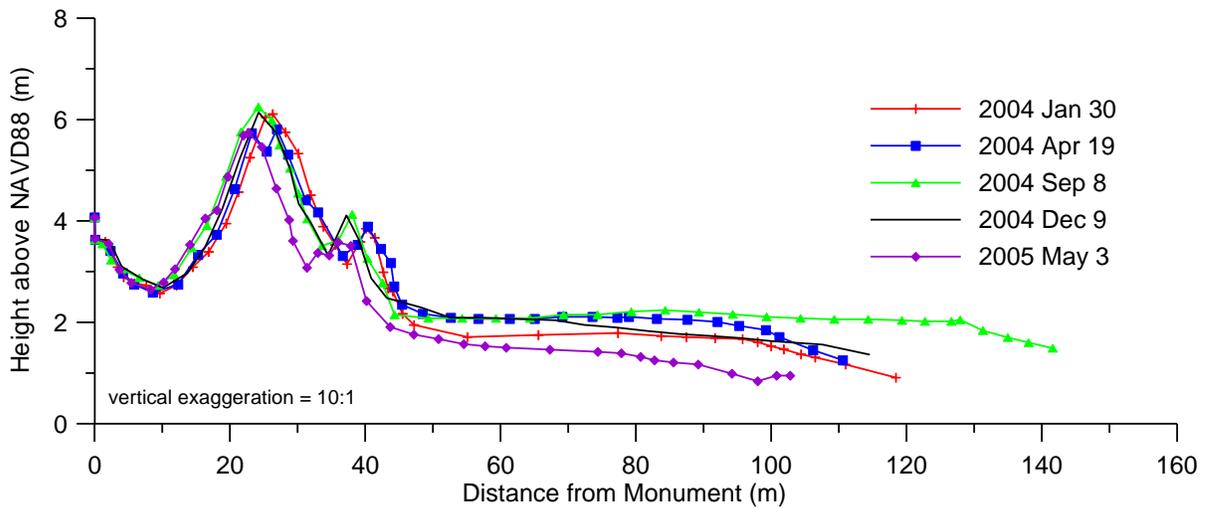
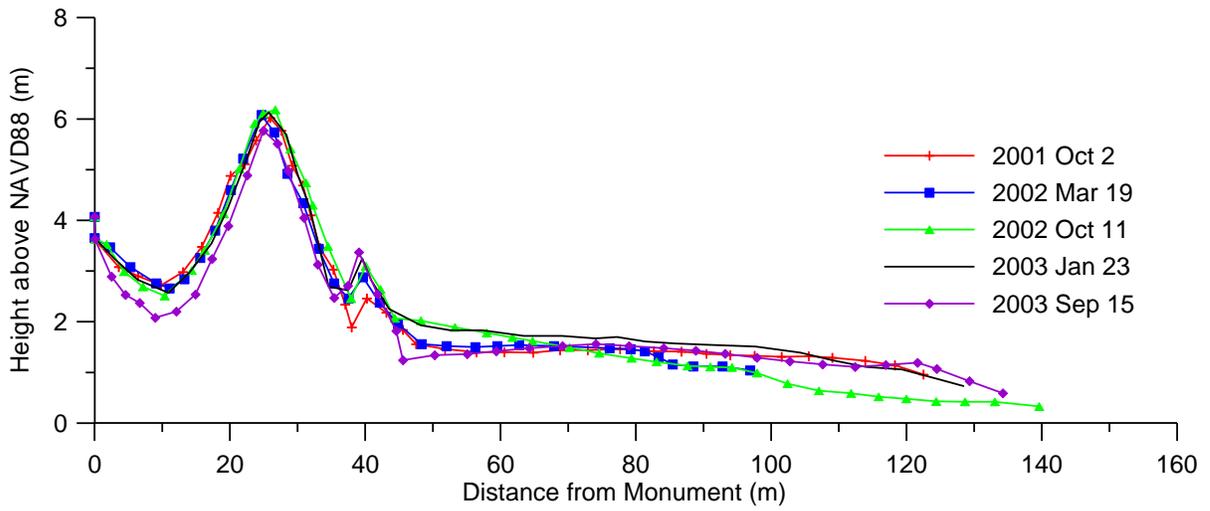
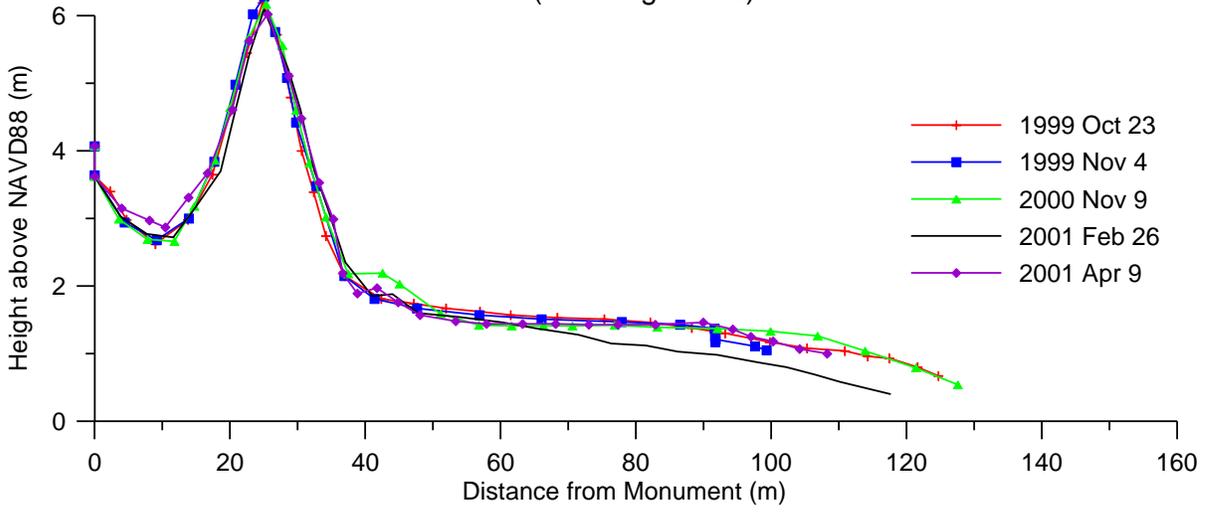


MAT03 (Matagorda Peninsula)

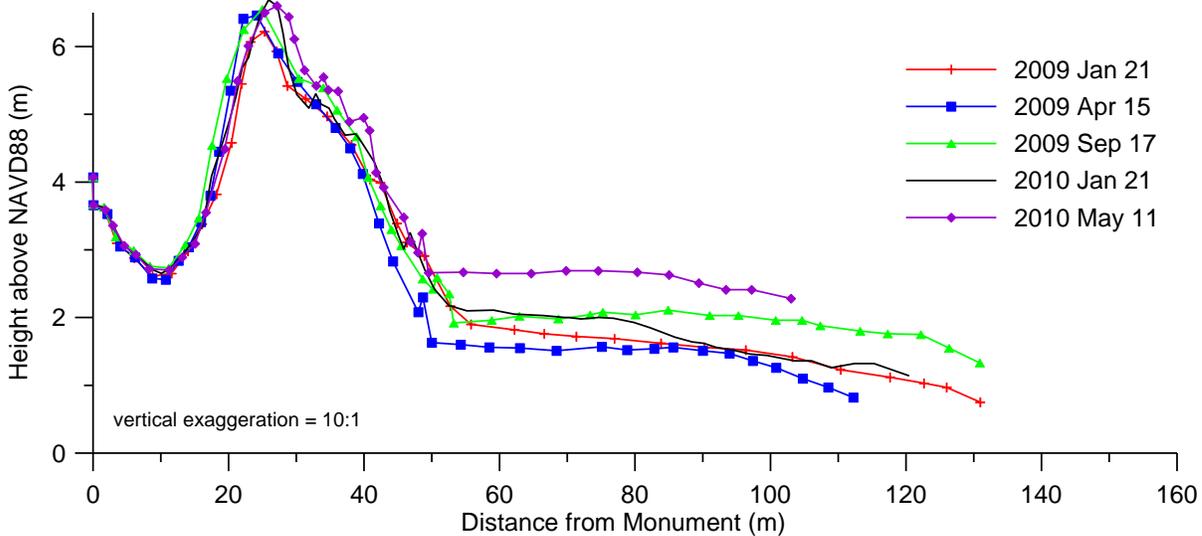
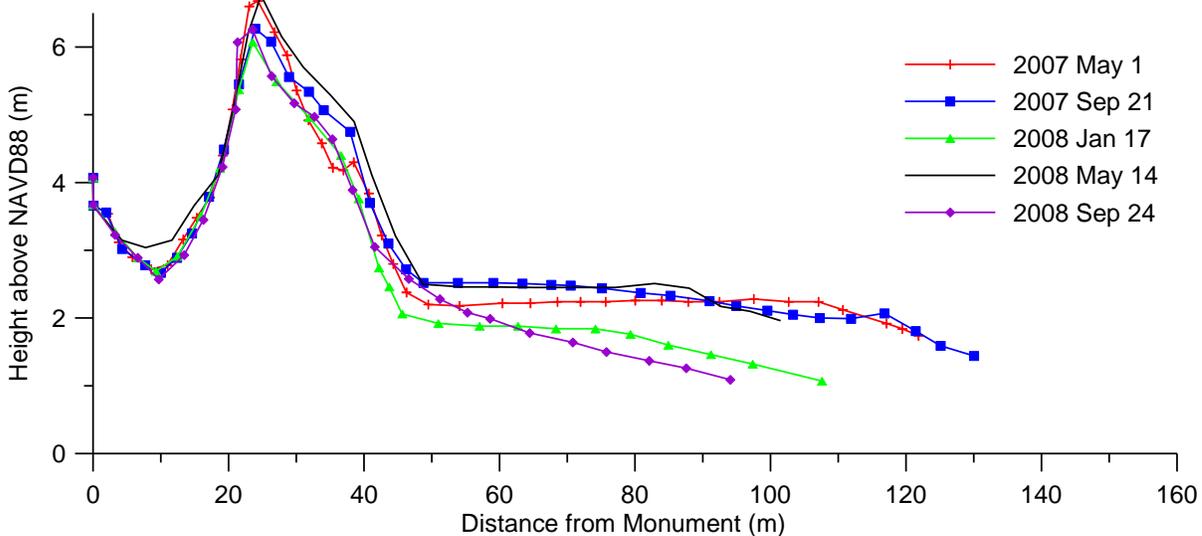
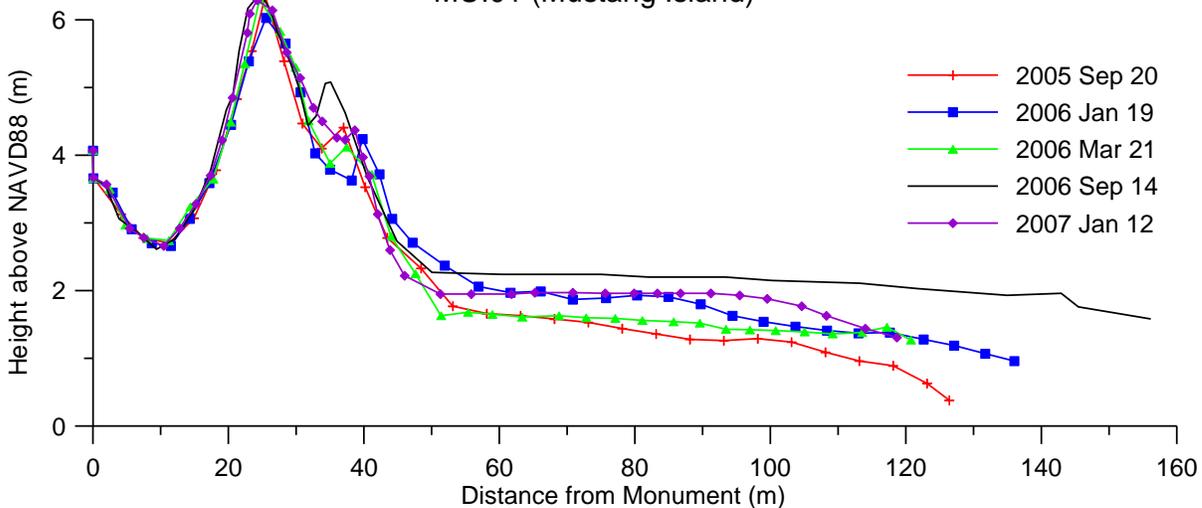


# MUI01

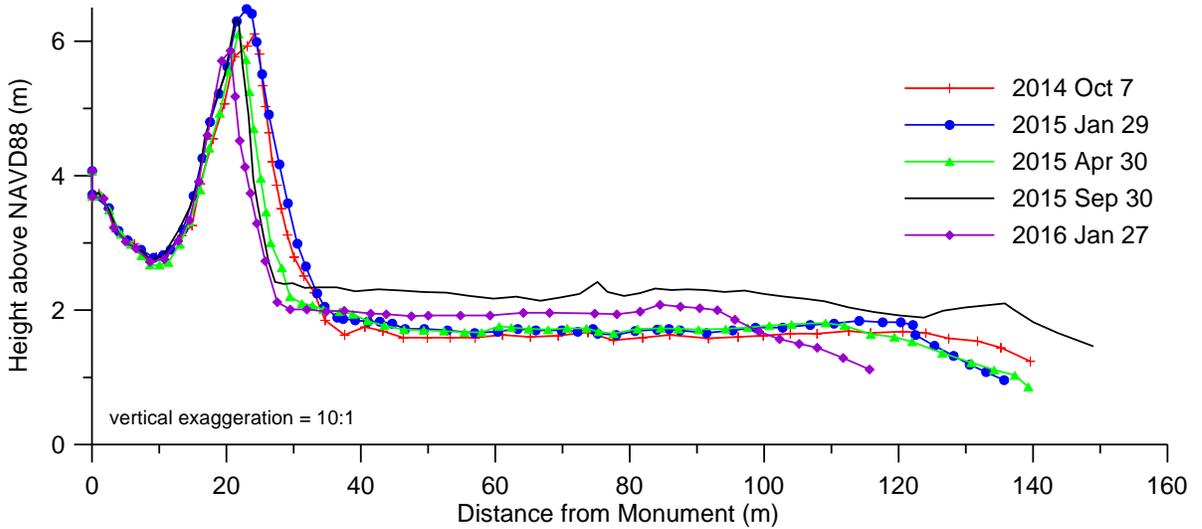
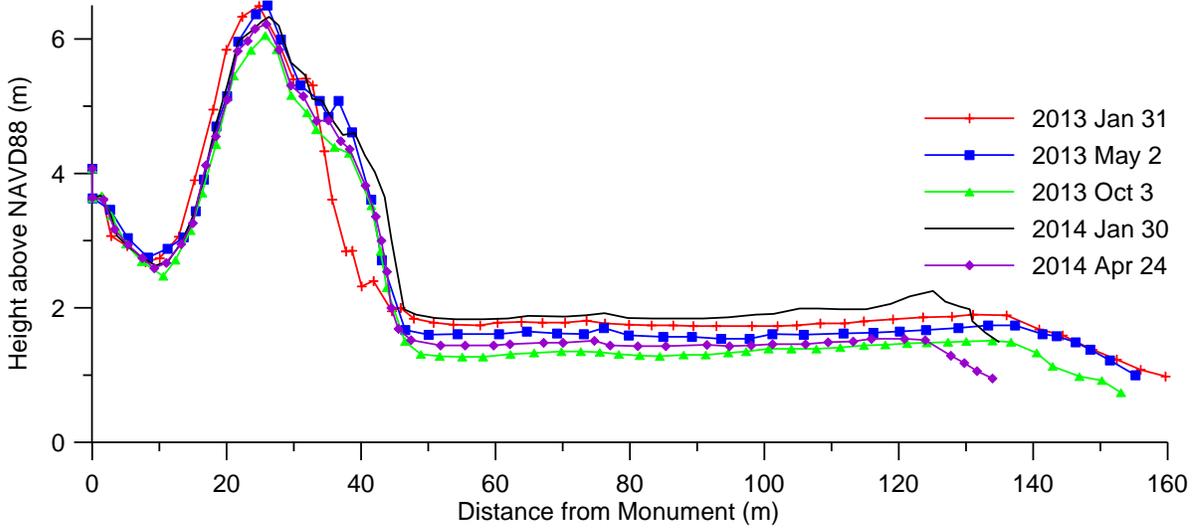
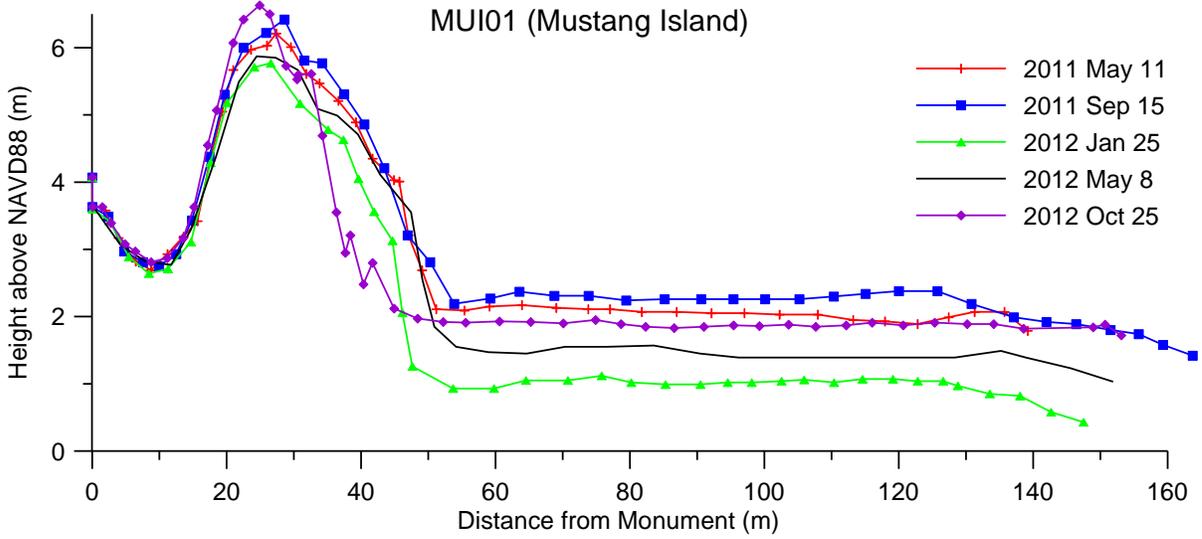
## MUI01 (Mustang Island)

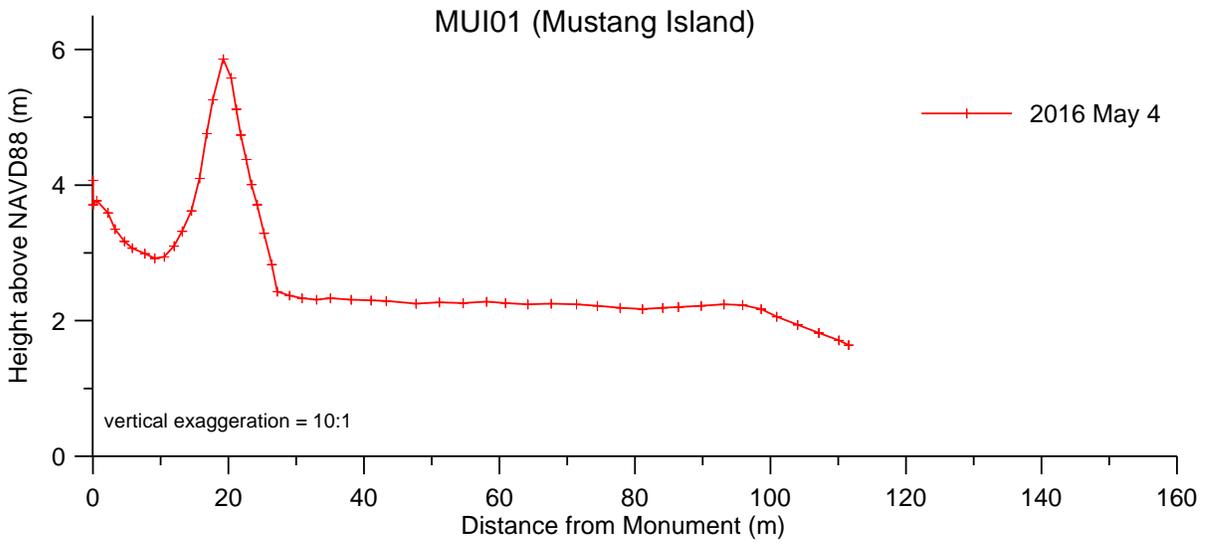


### MUI01 (Mustang Island)



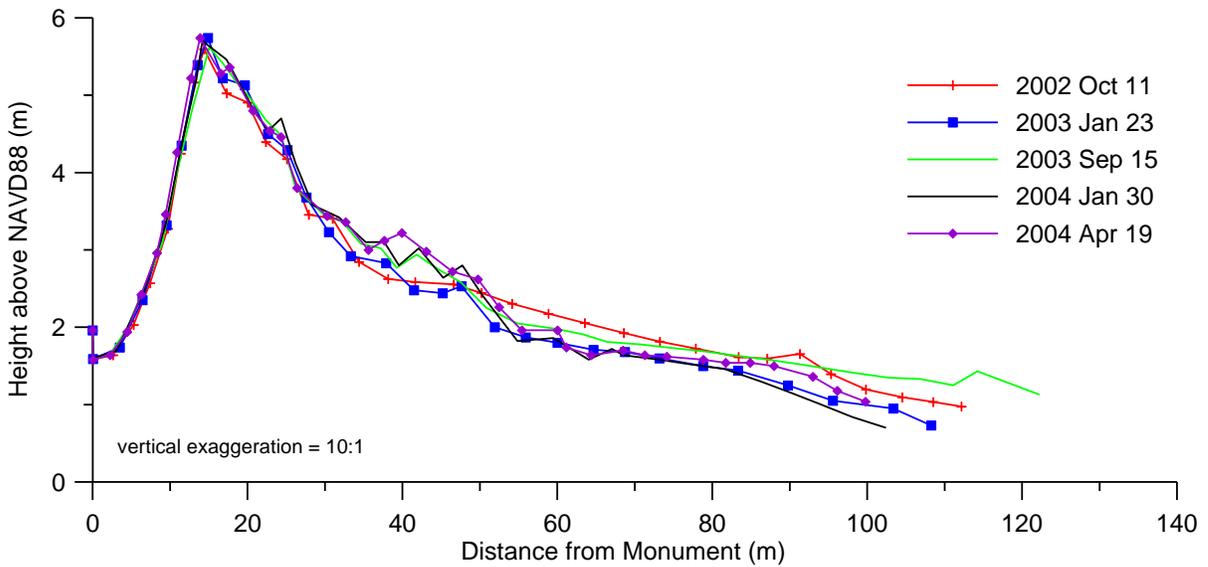
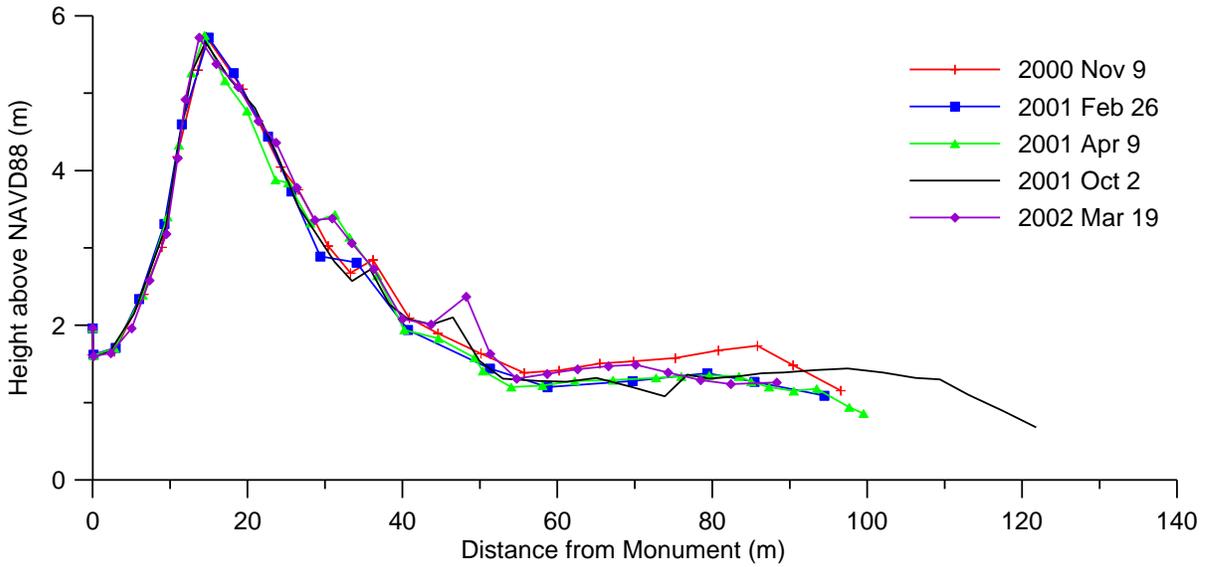
vertical exaggeration = 10:1



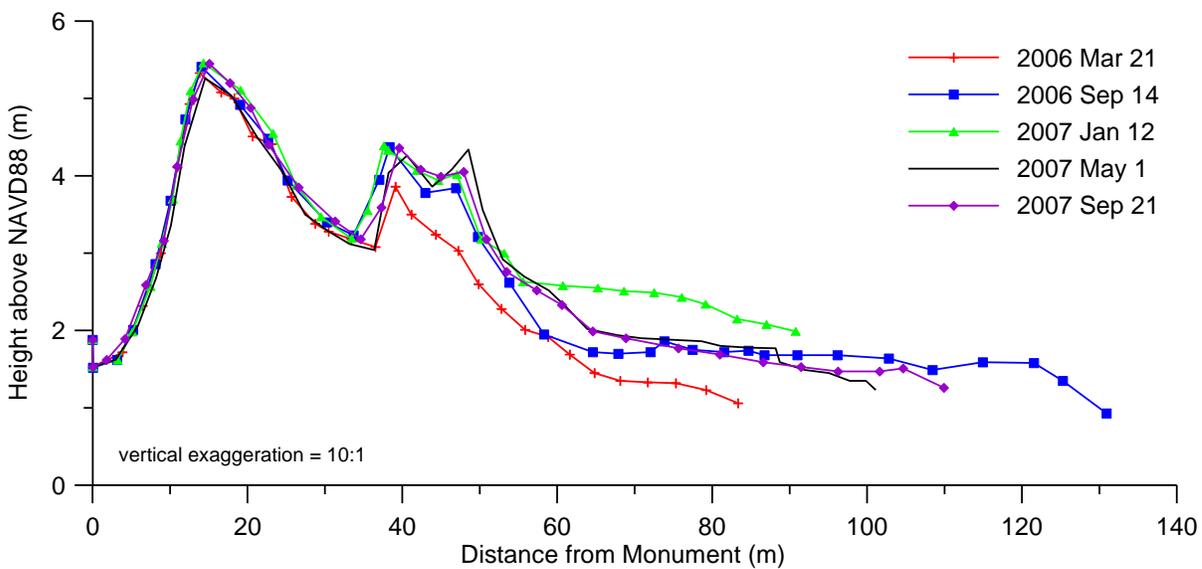
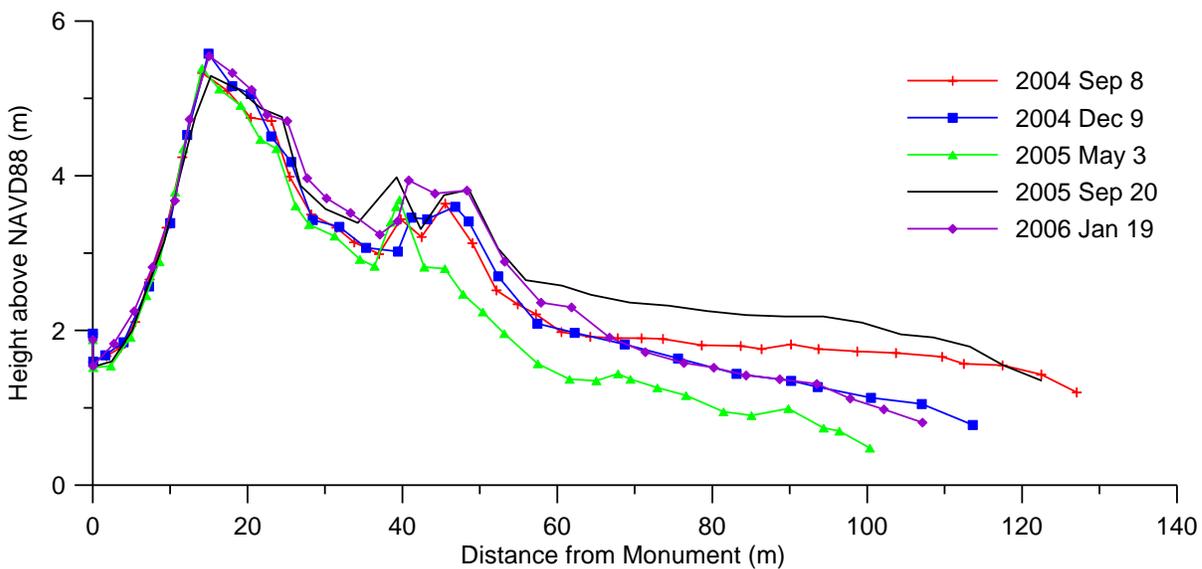


# MUI02

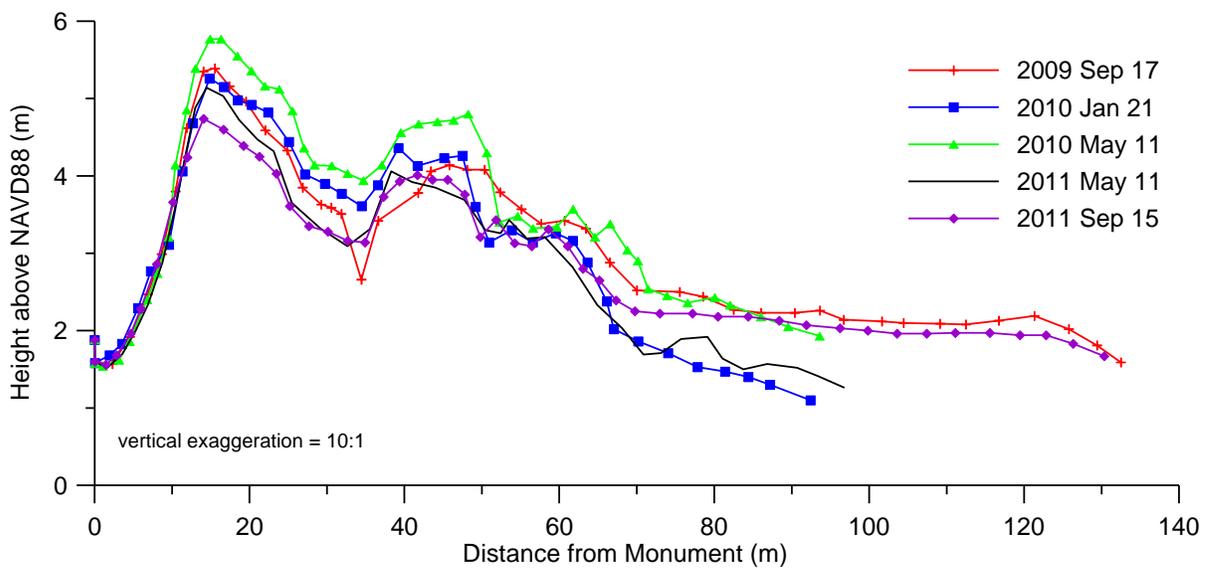
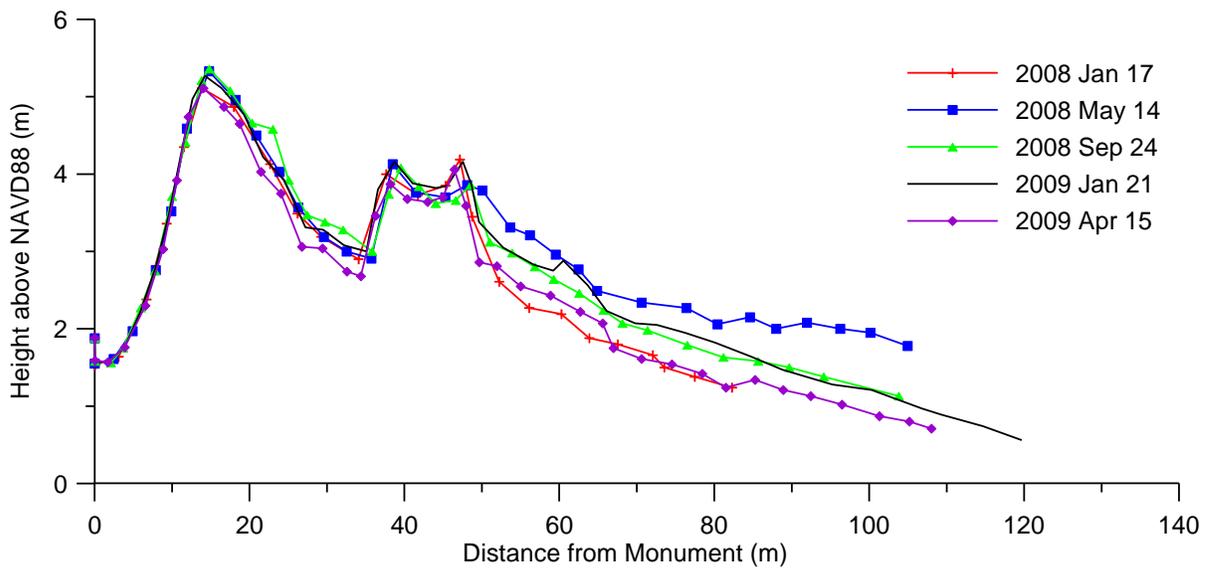
## MUI02 (Mustang Island State Park)



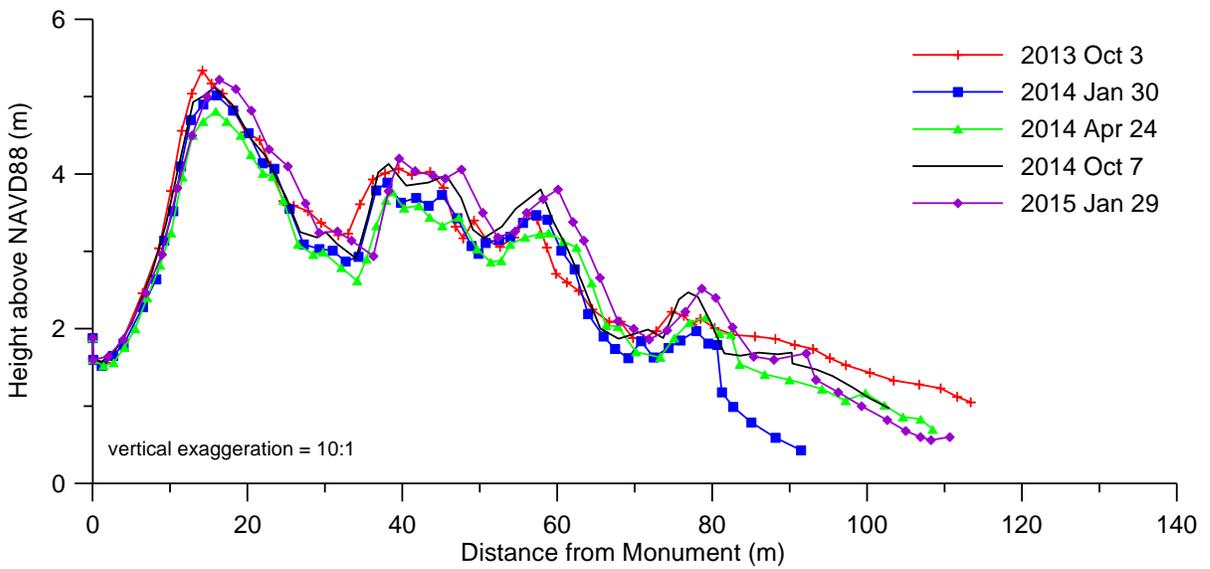
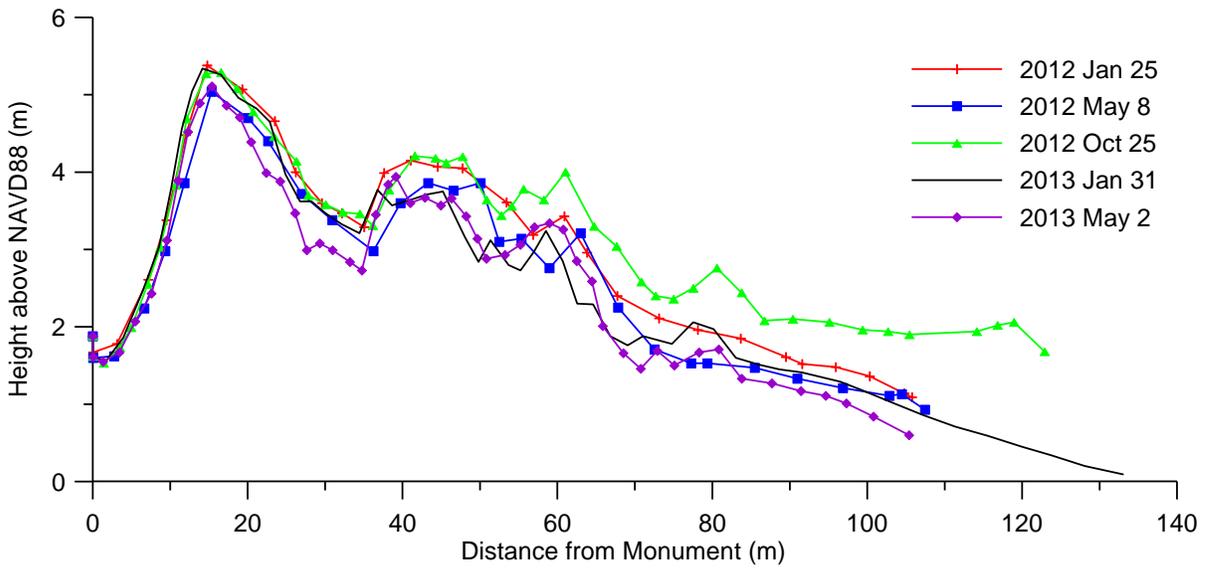
### MUI02 (Mustang Island State Park)



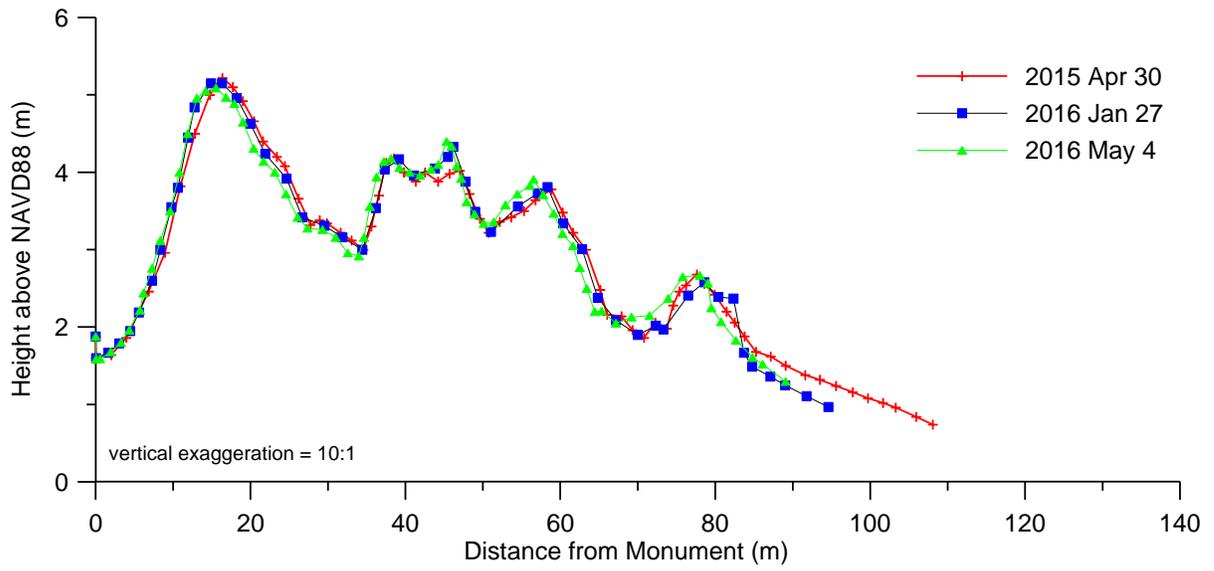
### MUI02 (Mustang Island State Park)



### MUI02 (Mustang Island State Park)

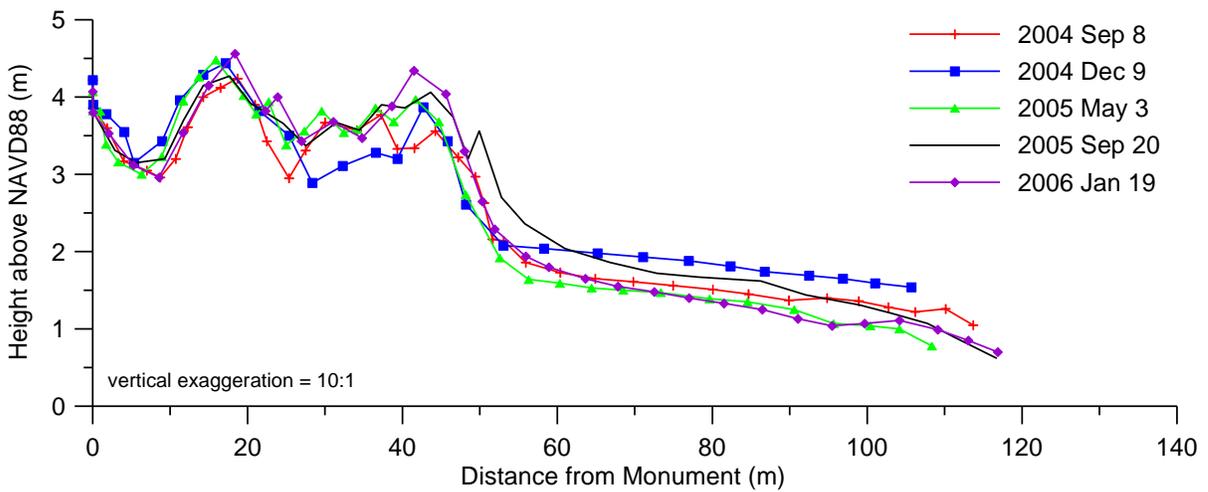
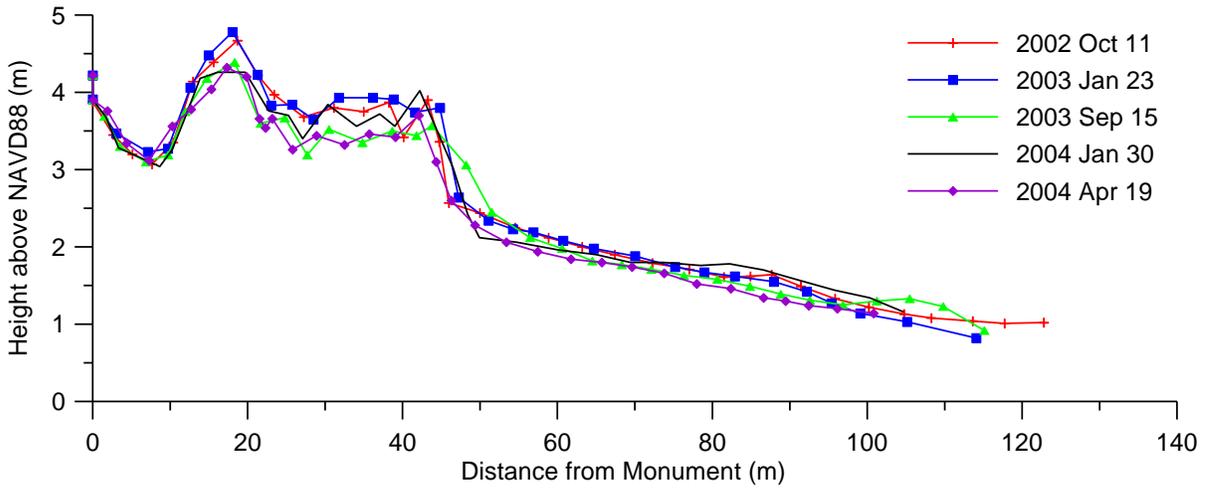
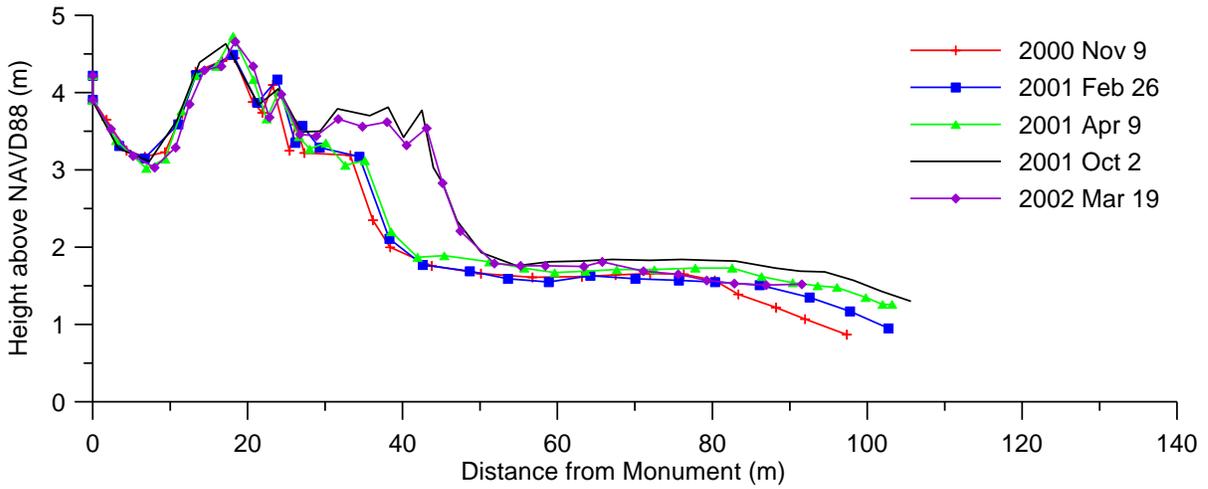


### MUI02 (Mustang Island State Park)

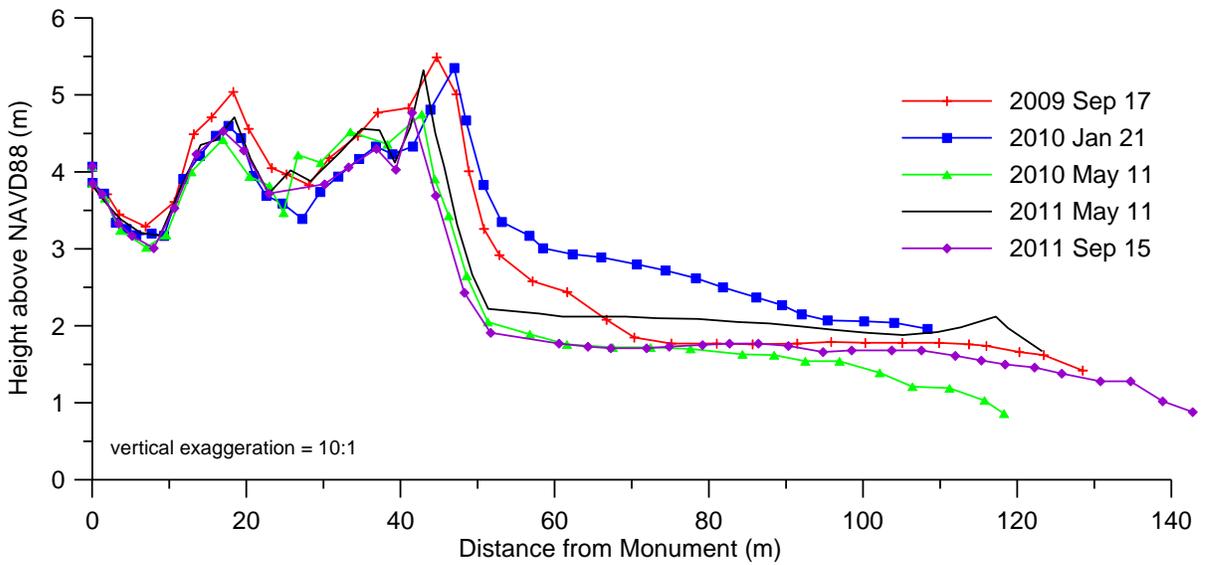
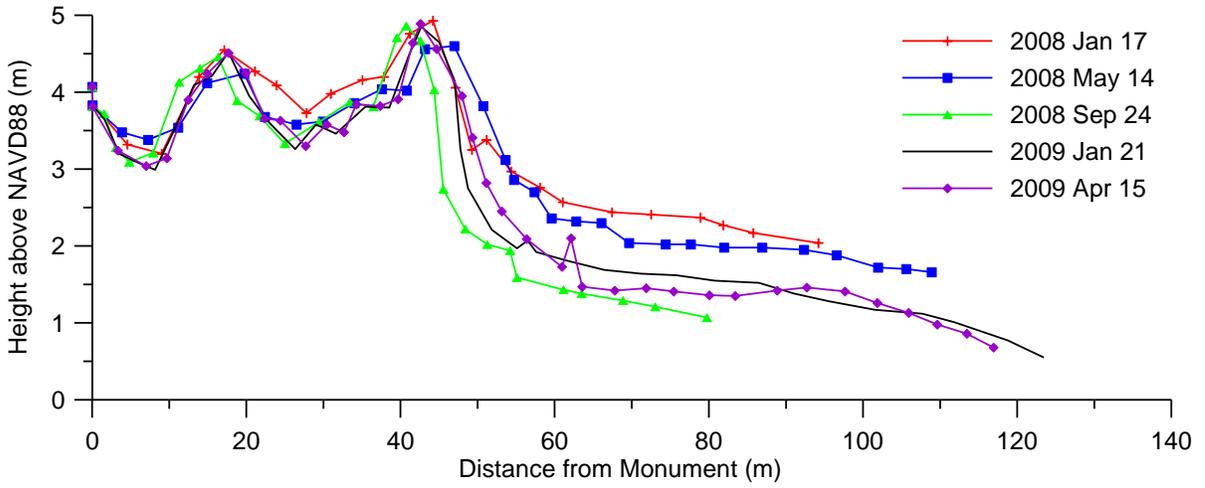
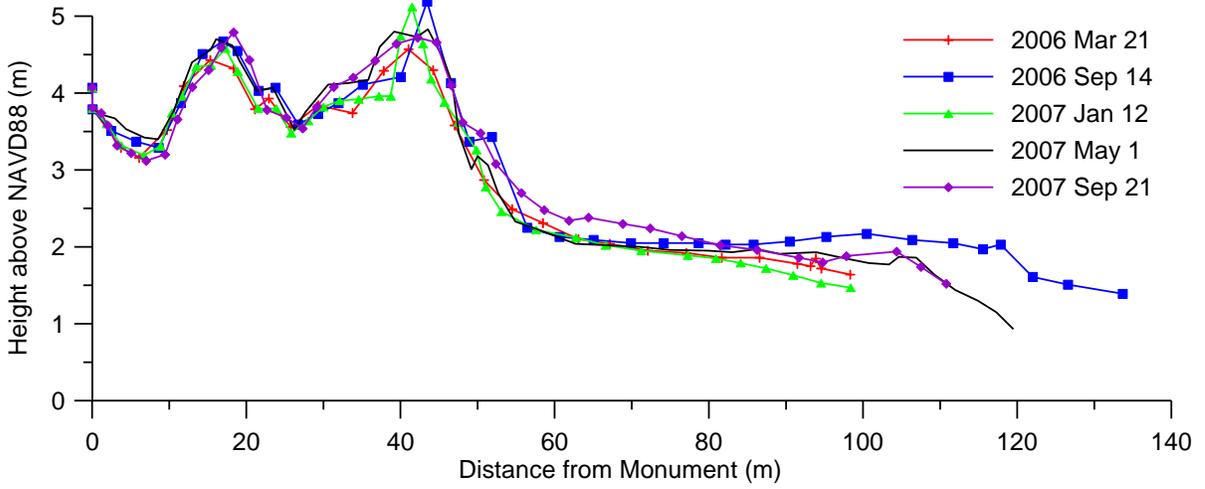


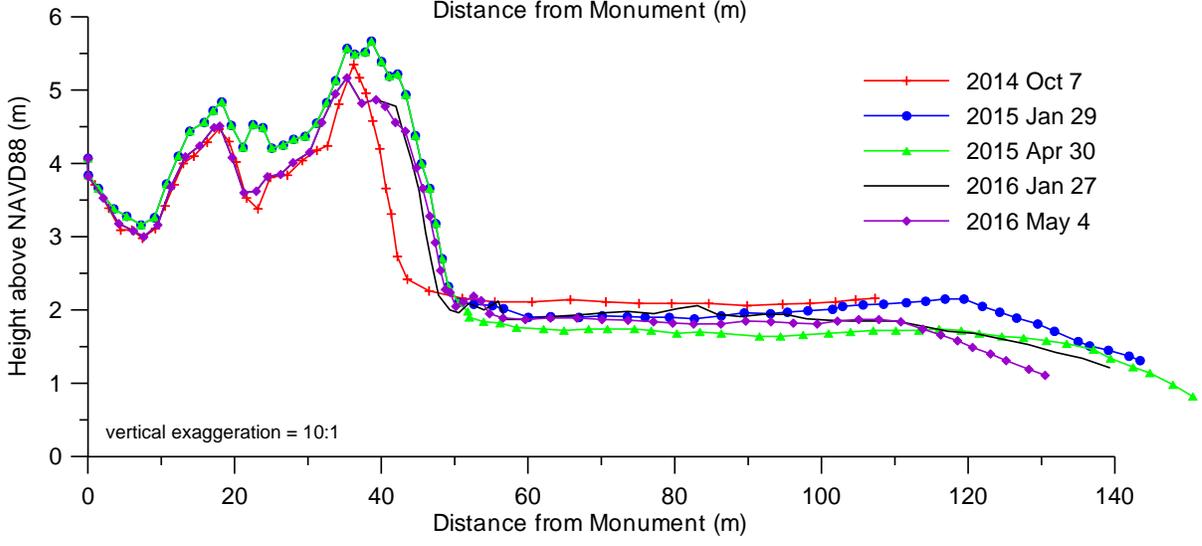
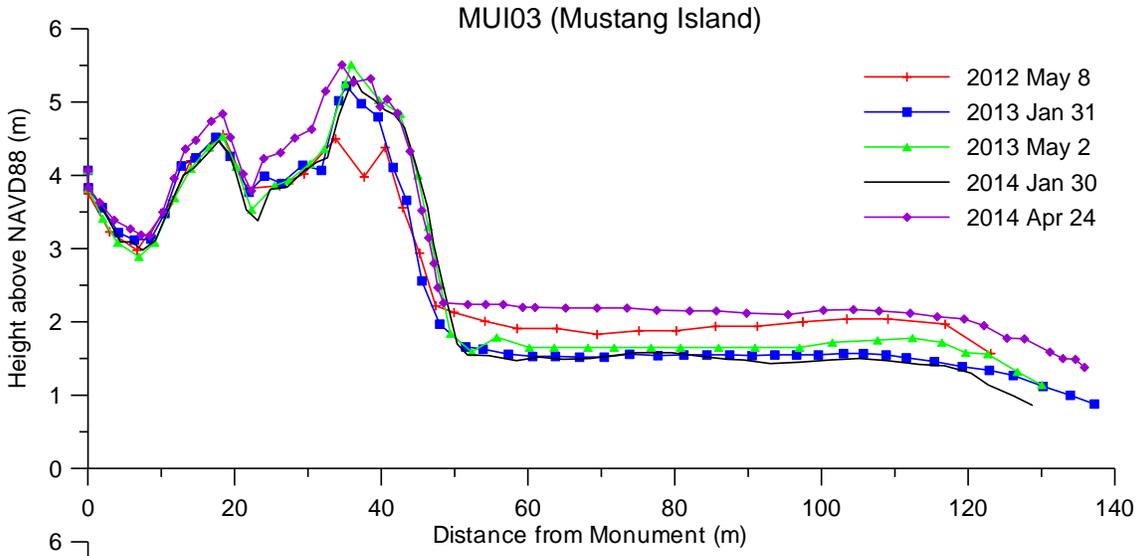
# MUI03

## MUI03 (Mustang Island)



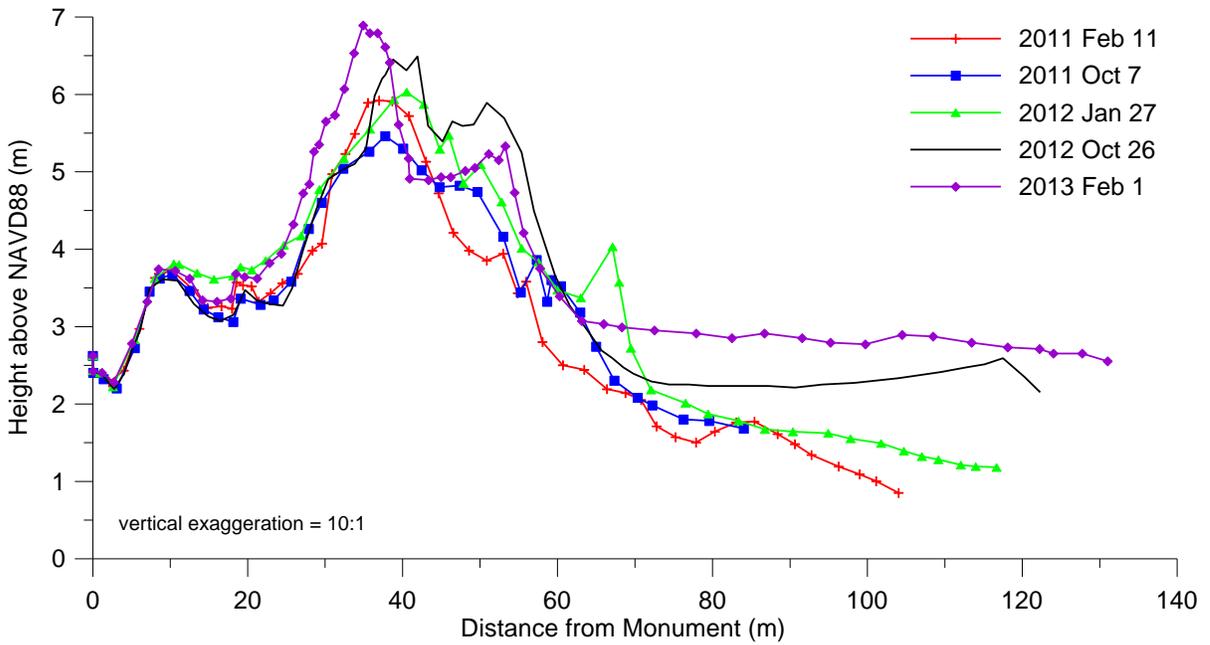
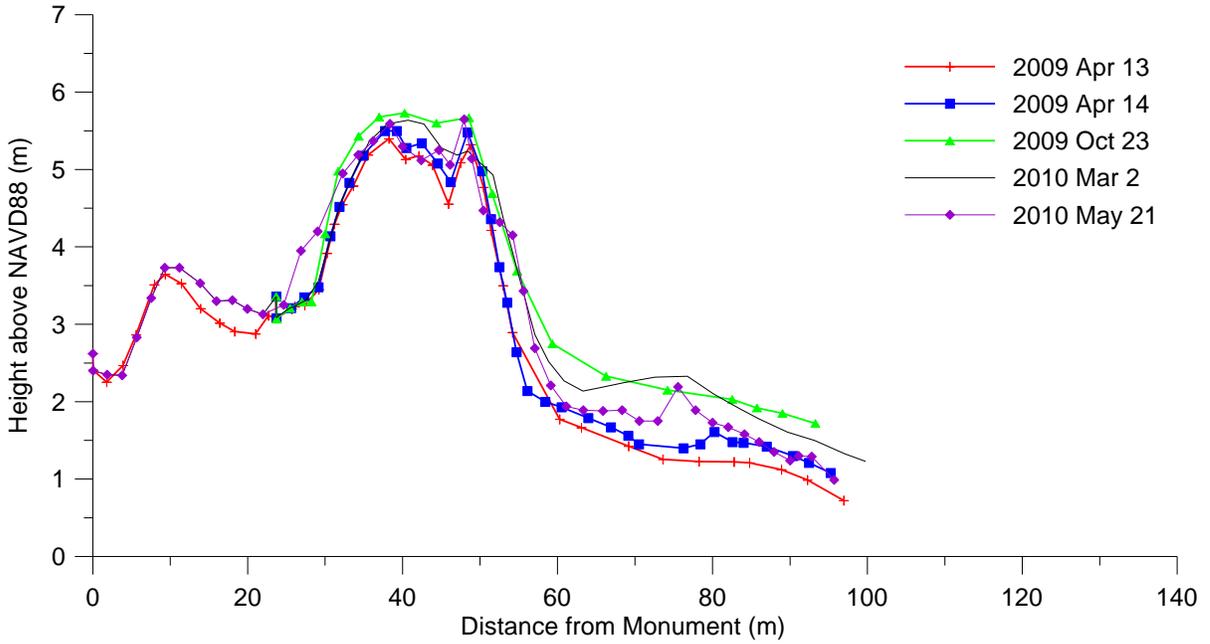
### MUI03 (Mustang Island)



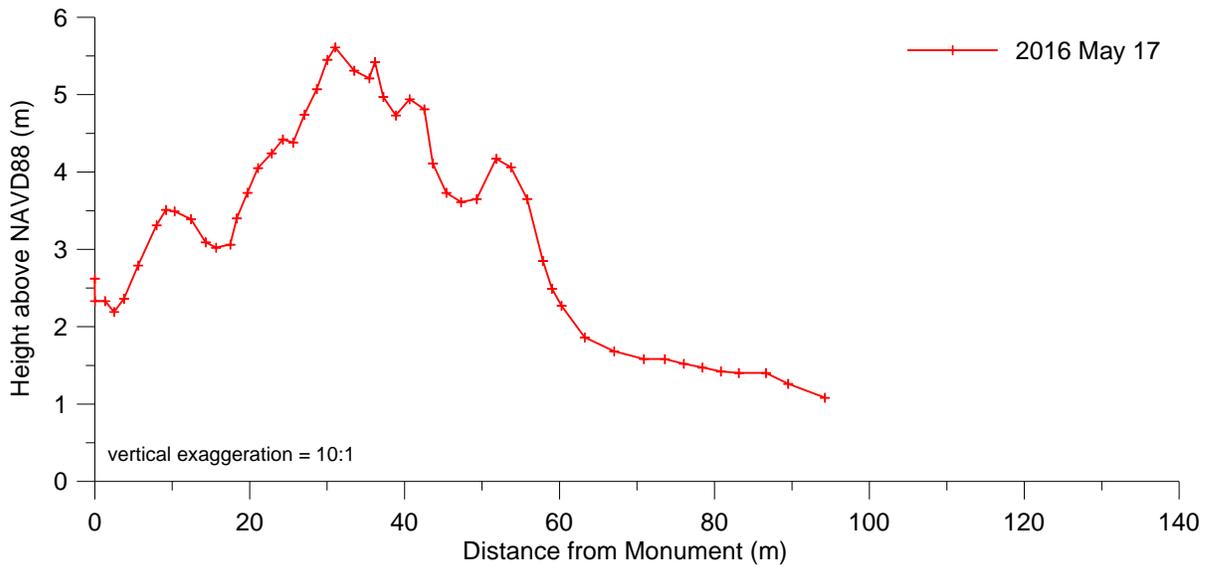
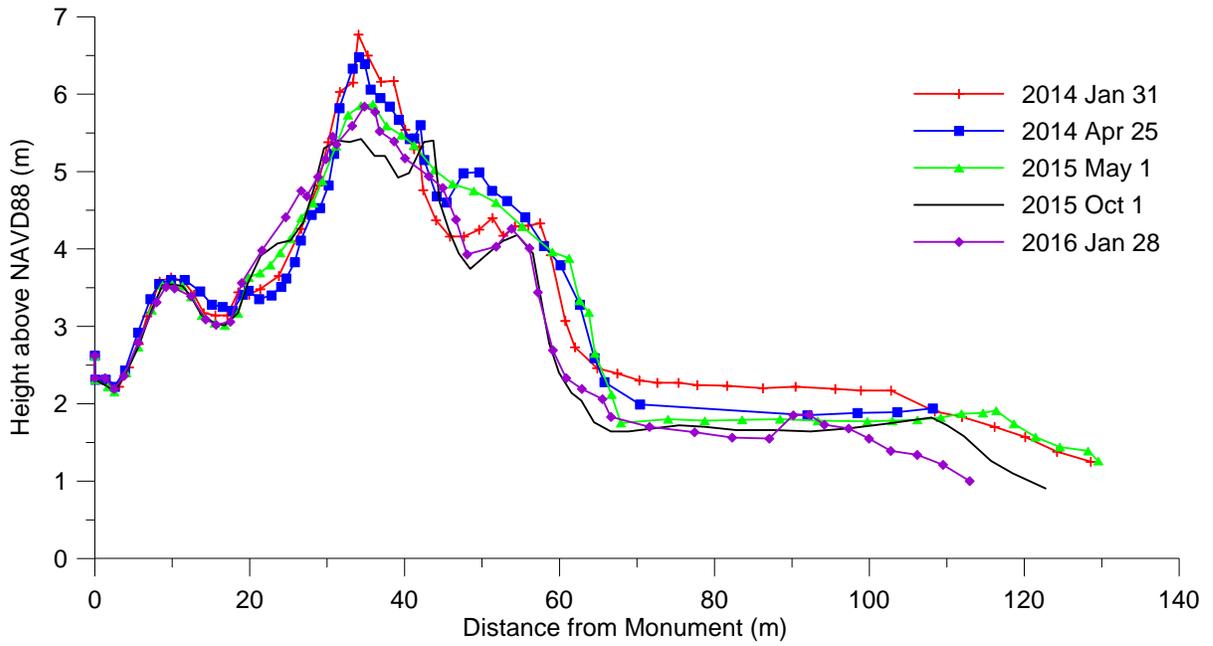


# NPI08

## NPI08 (North Padre Island)

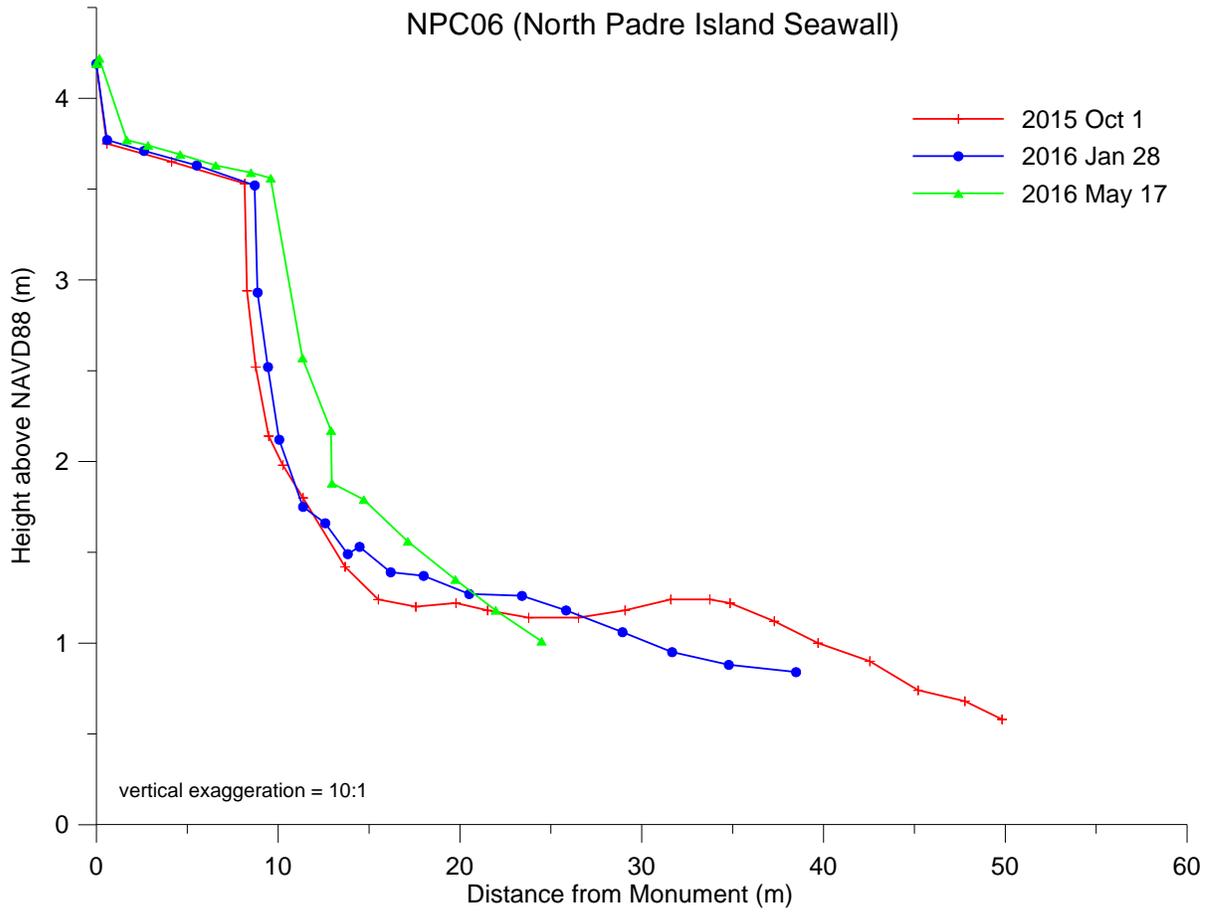


### NPI08 (North Padre Island)

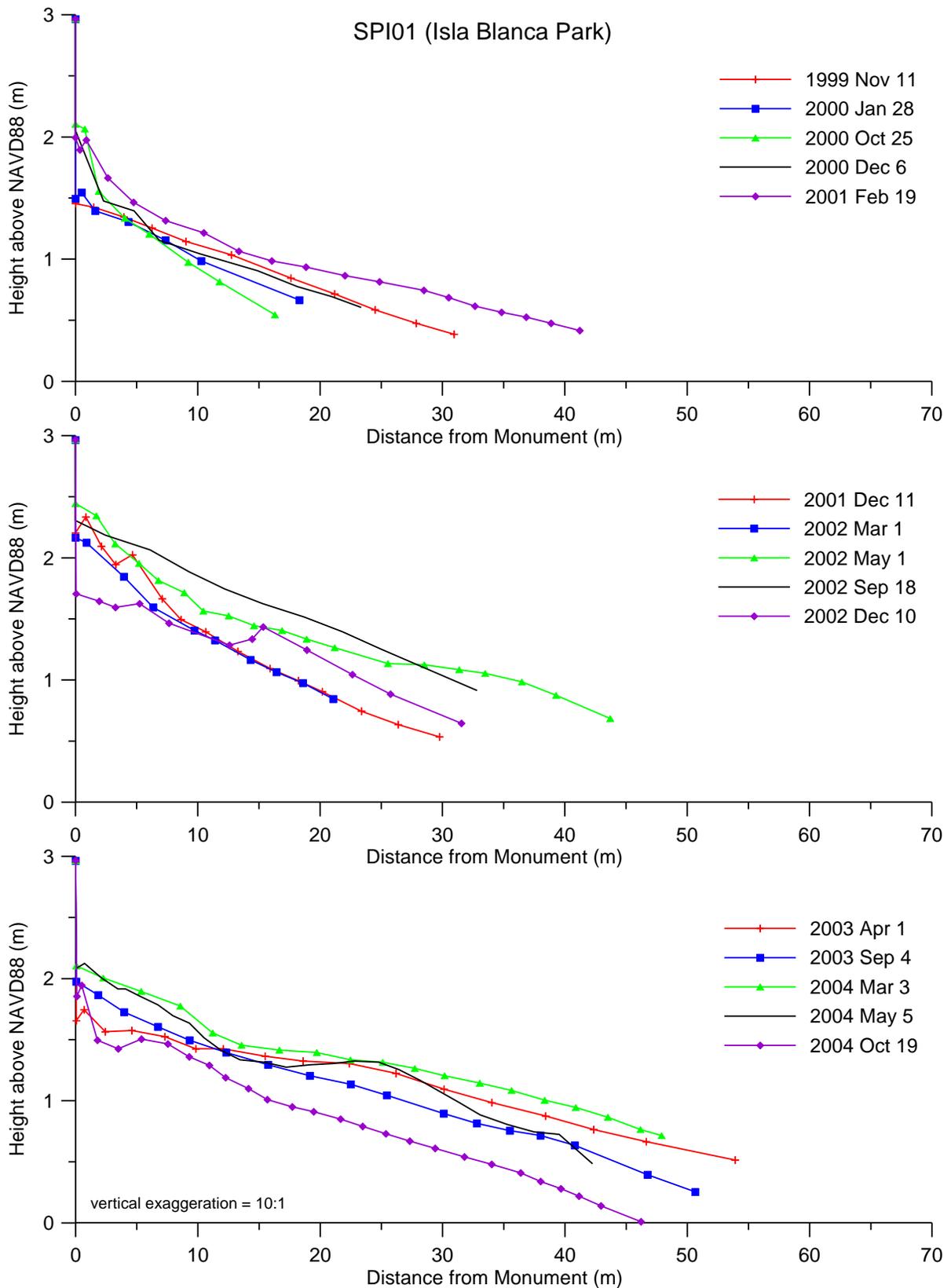


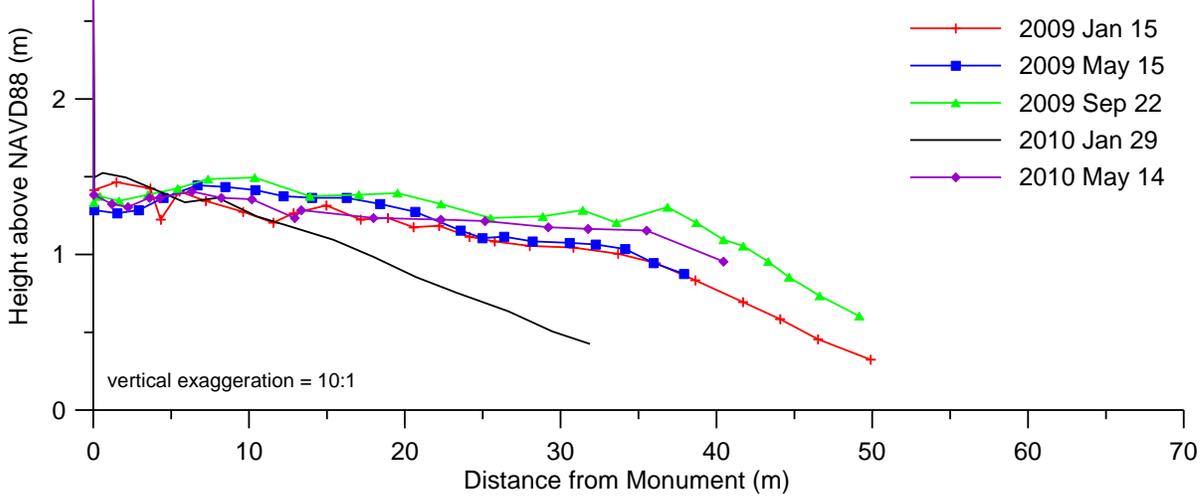
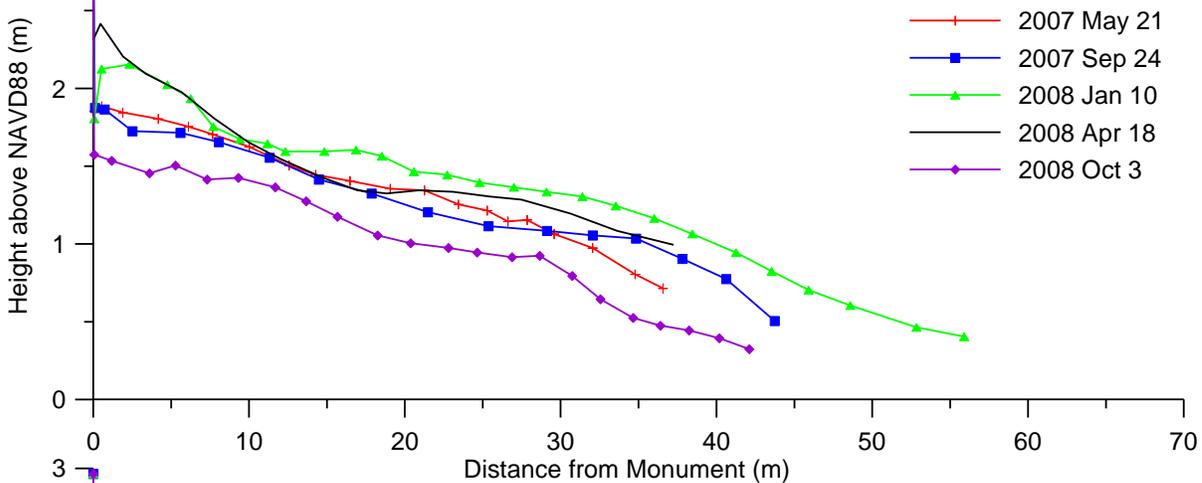
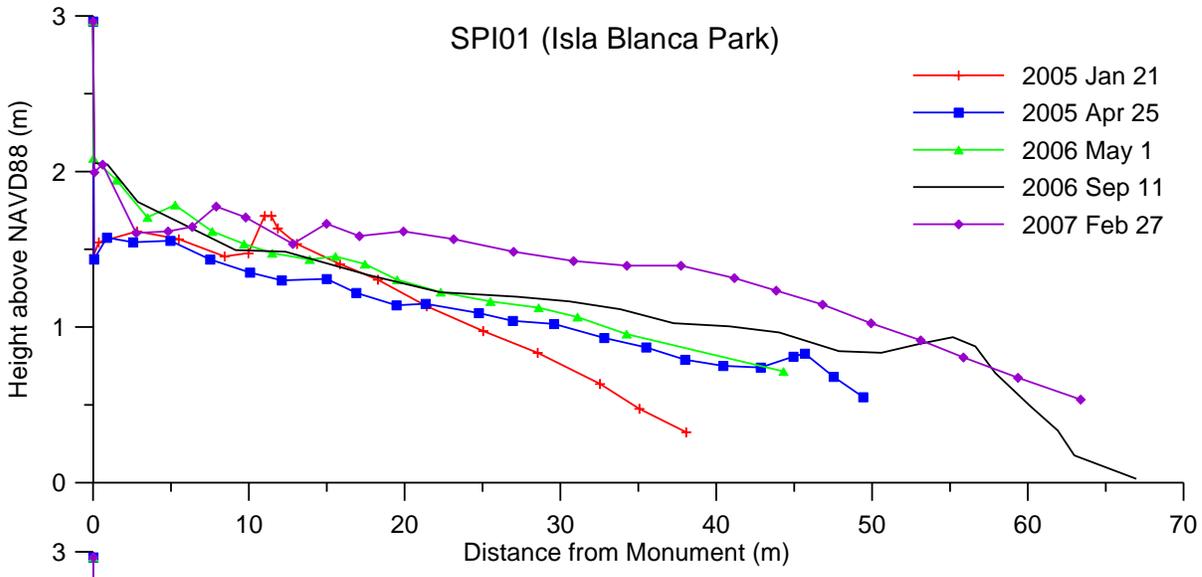
# NPC06

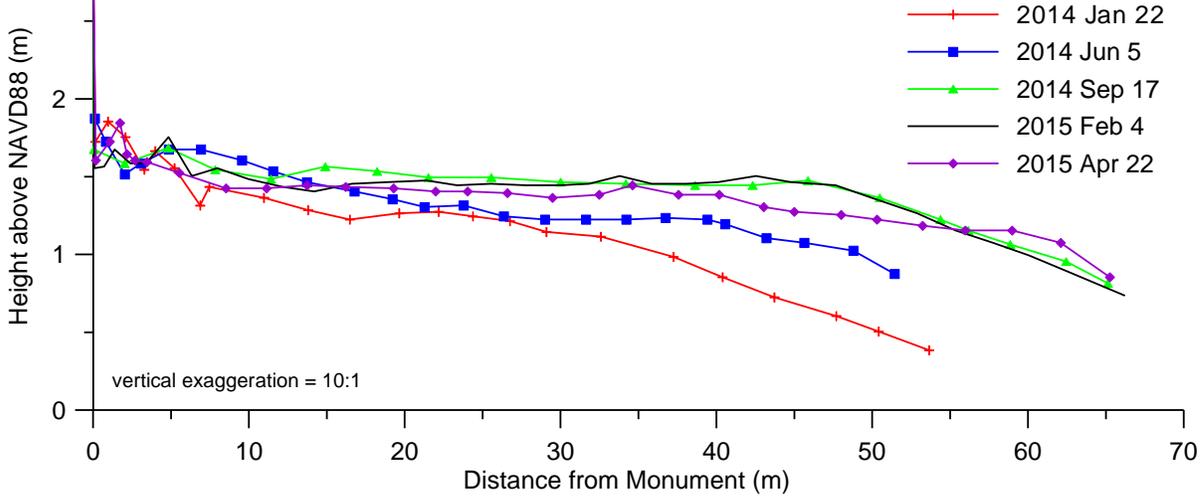
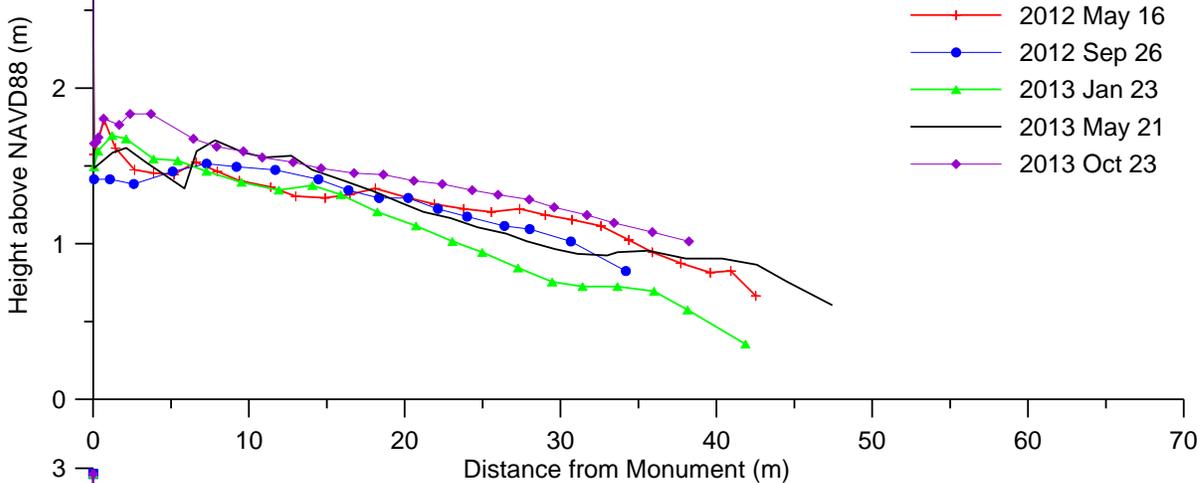
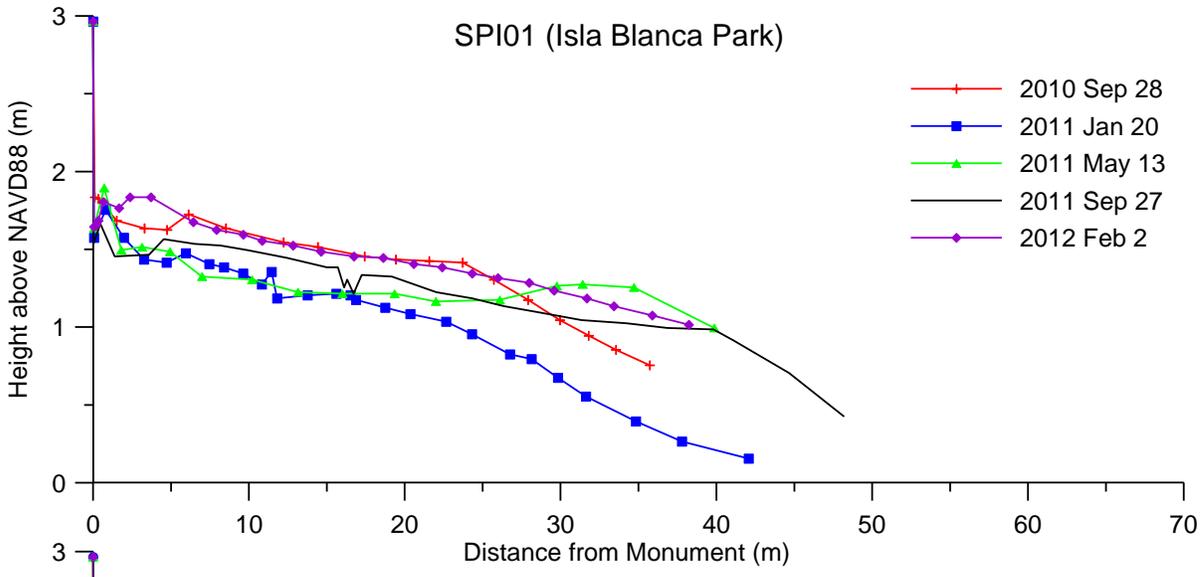
## NPC06 (North Padre Island Seawall)

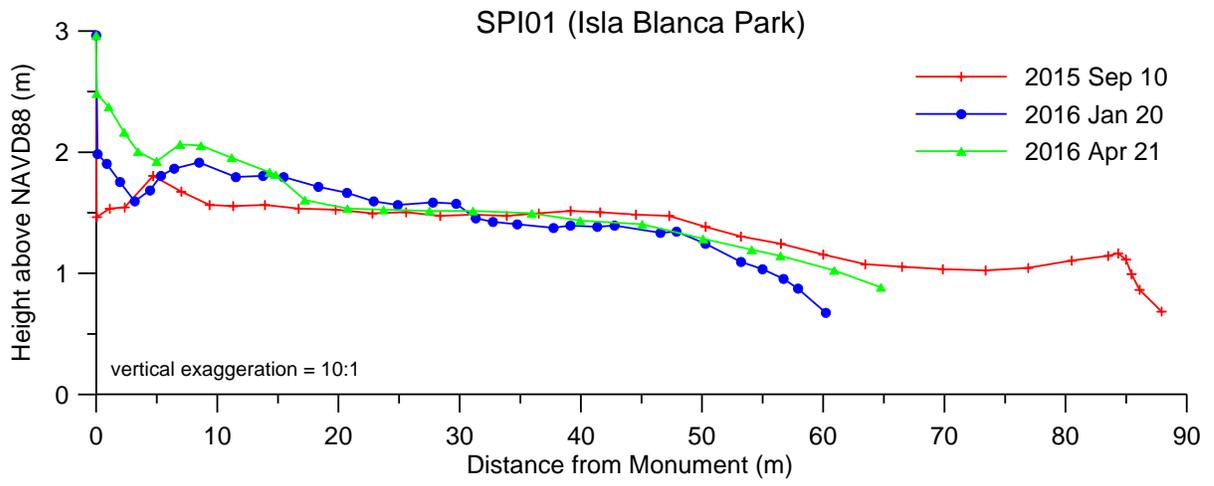


# SPI01



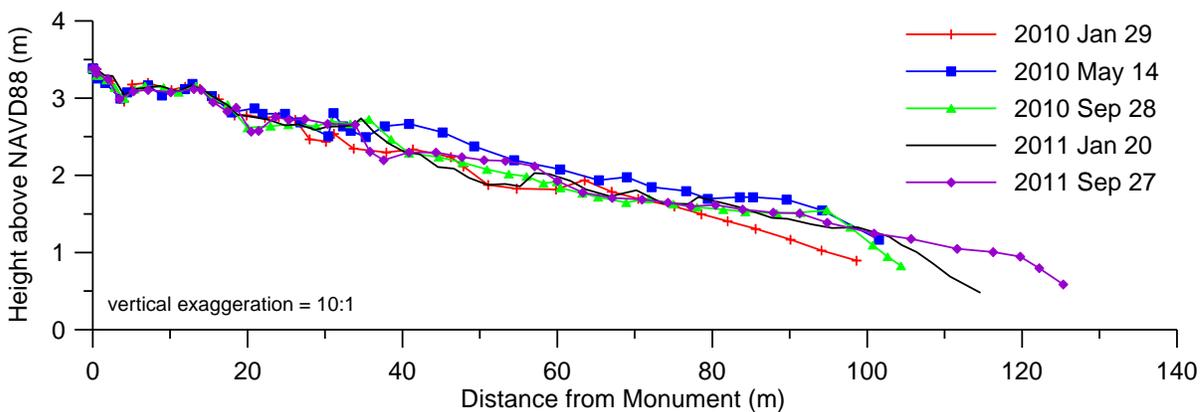
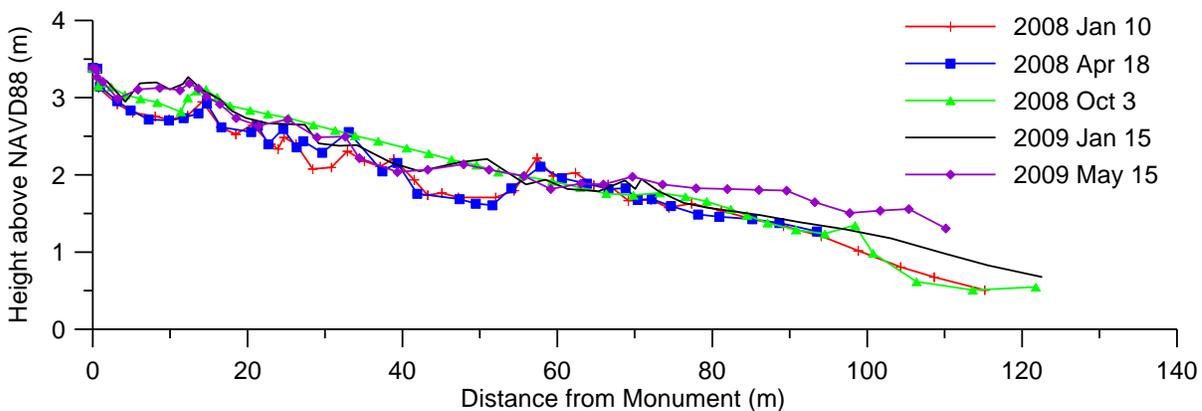
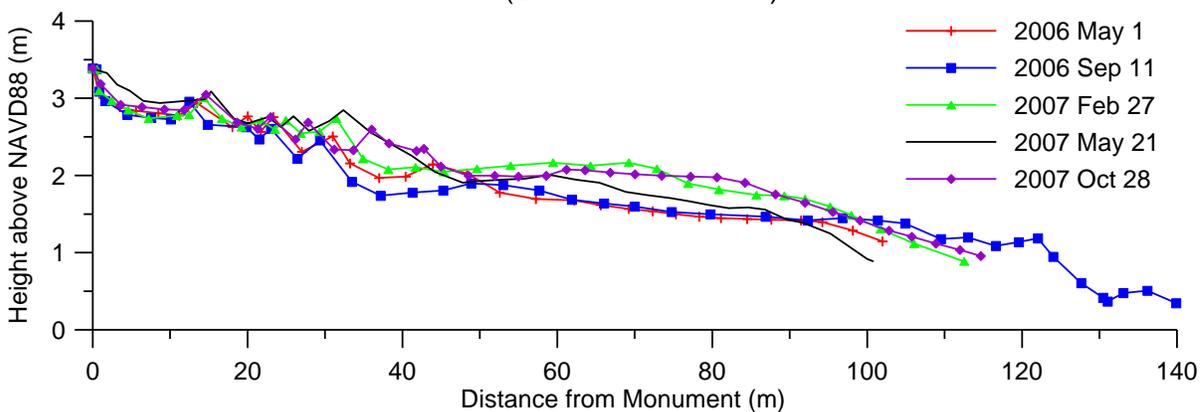




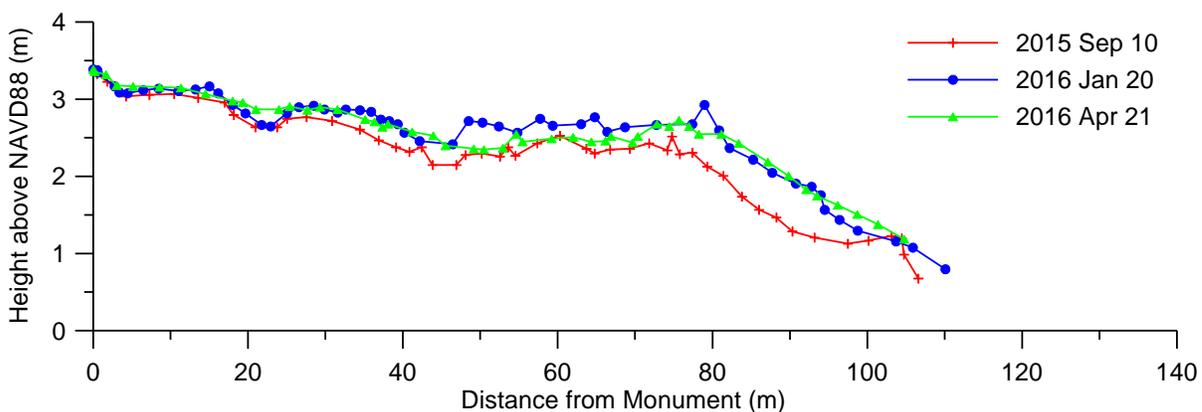
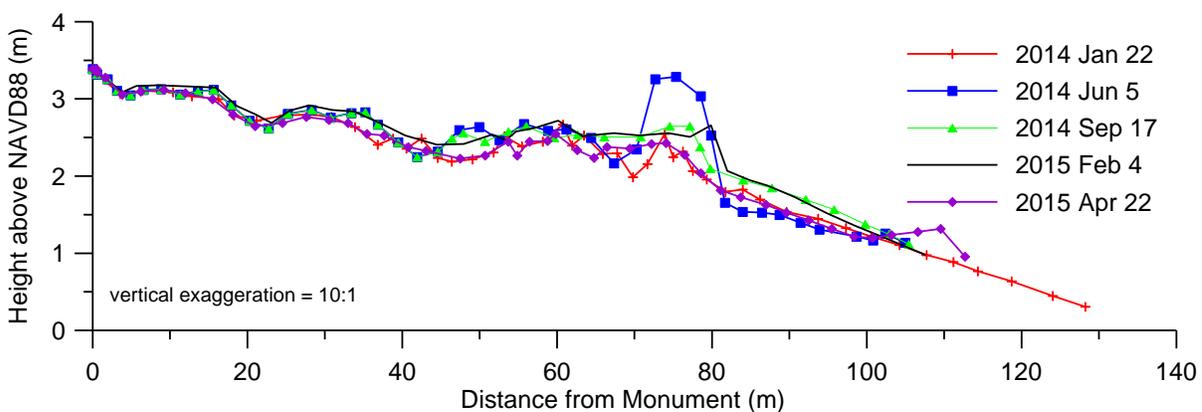
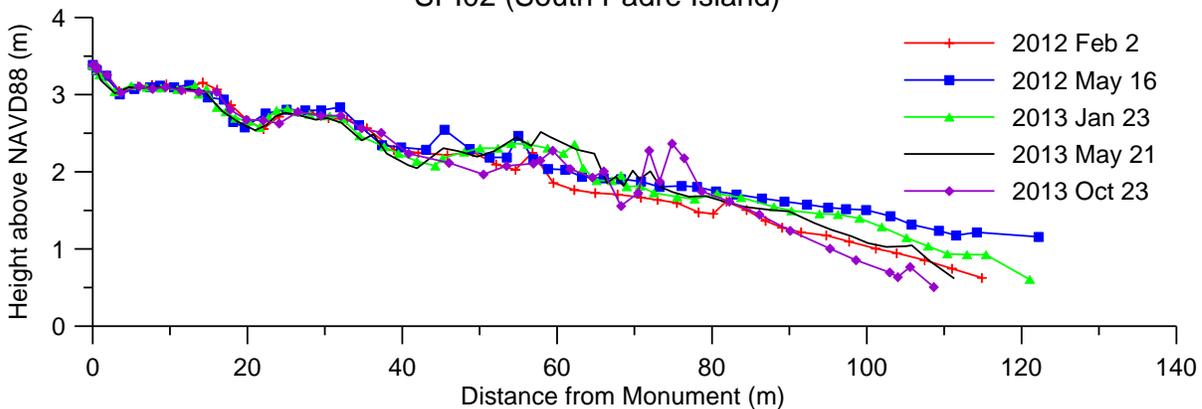




### SPI02 (South Padre Island)

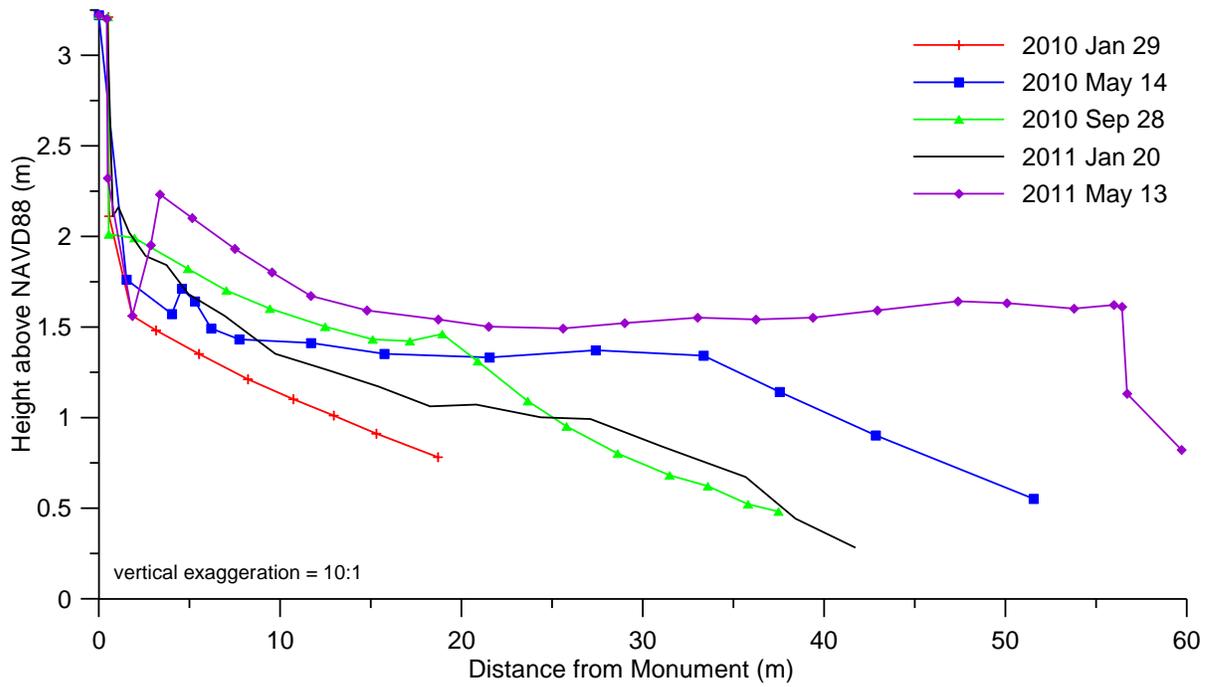
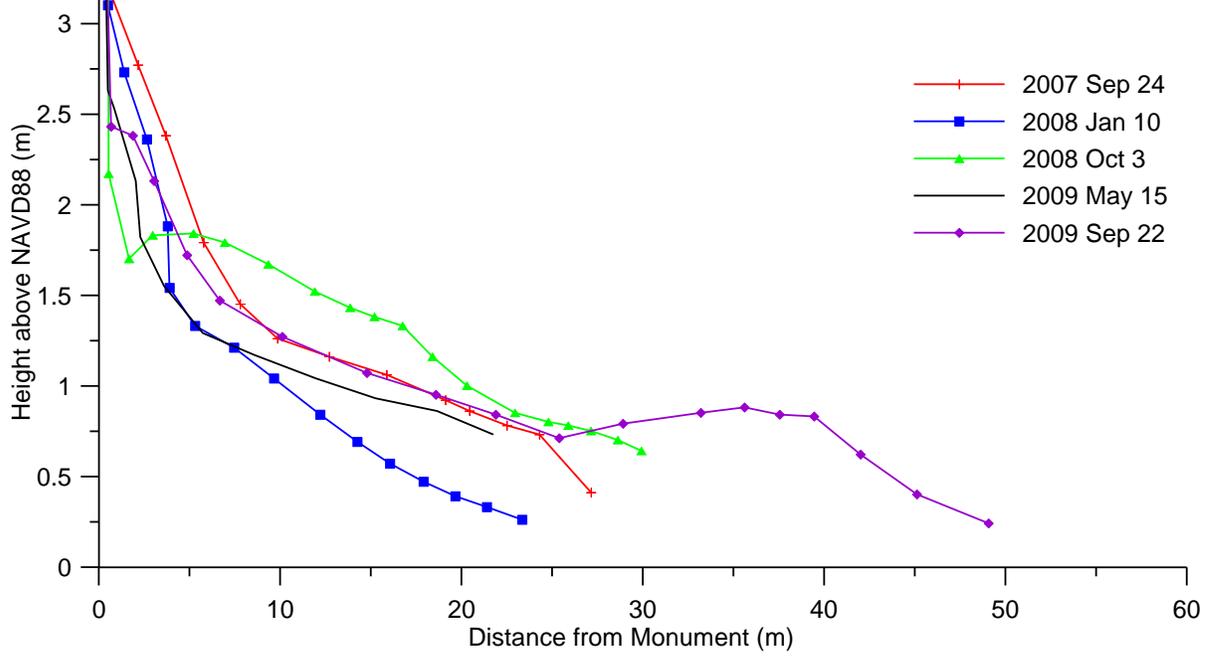


### SPI02 (South Padre Island)

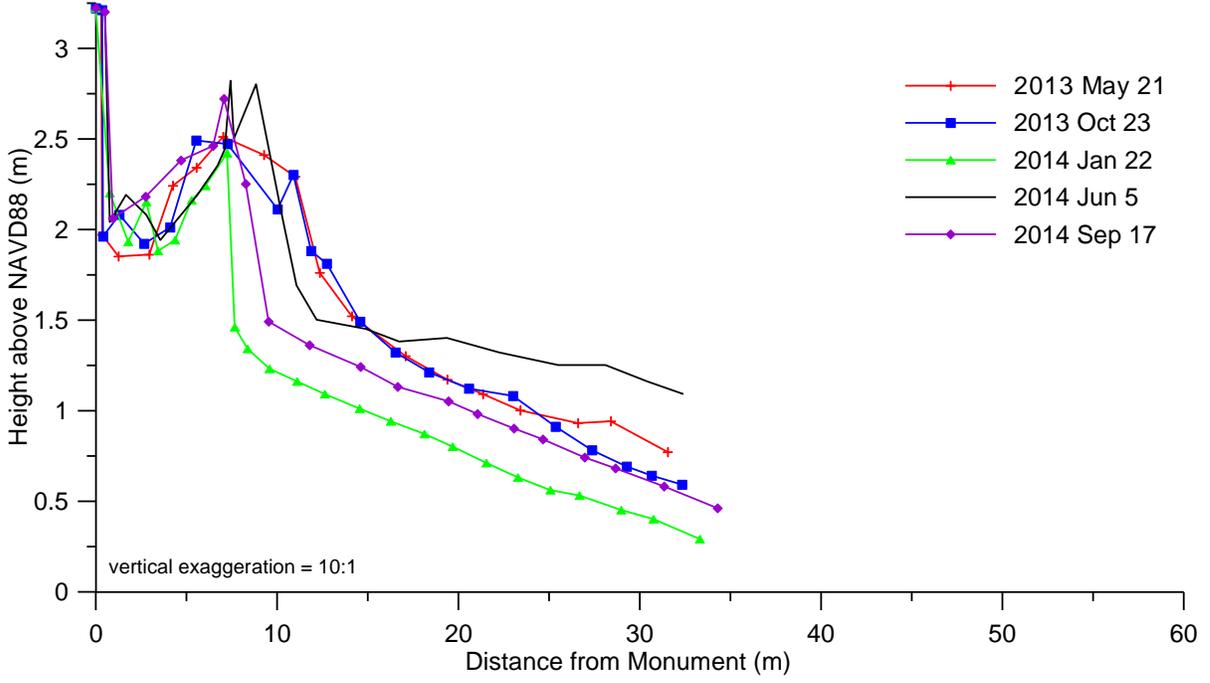
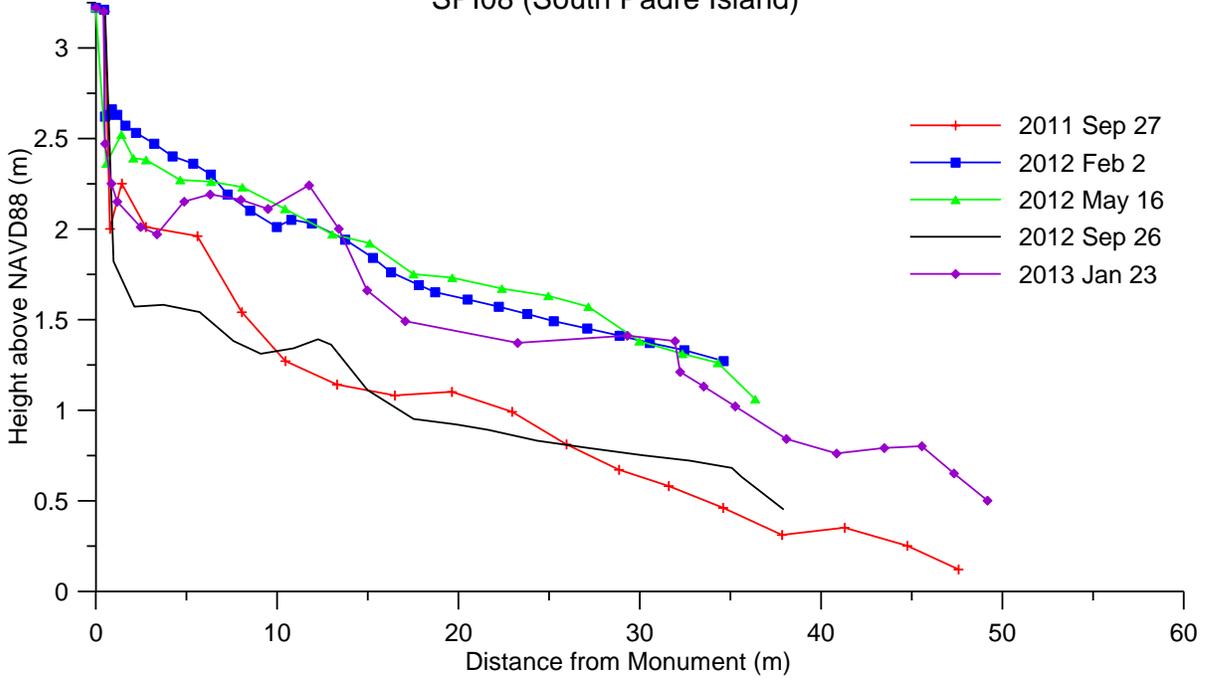


# SPI08

## SPI08 (South Padre Island)



### SPI08 (South Padre Island)



### SPI08 (South Padre Island)

