Increasing Emergency Awareness Among ESOL Students

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INCREASING EMERGENCY AWARENESS AMONG ESOL STUDENTS

BY

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A Thesis submitted to the College of Social Work in partial fulfillment of the requirements for graduation with Honors in the Major

Degree Awarded:

Spring, 2016
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Increasing Emergency Awareness Among ESOL Students

Adult students of English for Speakers of Other Languages (ESOL) have a large need to develop skills in listening, speaking, reading and writing in English in order to live basic lives in this society. There are an estimated 500,000-1,000,000 such adults in the United States (Working Group on English for Speakers of Other Languages, n.d.). They are a diverse and dynamic group that encompasses both long settled minority ethnic communities and refugees who have arrived in this country more recently. The ESOL community includes individuals who lack basic literacy and numeracy skills in their first language while others have a high level of education and qualifications in their home country. Some are not keen on re-entering formal education and others are highly motivated to learn. In all cases, their principal need is to improve their command of English. A lack of fluency in English is a significant factor in poverty and underachievement in many ethnic minority communities, and a major barrier to employment, workplace opportunities, and to pursuing education (Working Group on English for Speakers of Other Languages, n.d.).

Another important issue facing members of the ESOL community is a lack of awareness of how to access resources that are necessary to meeting basic needs and ensuring safety; for instance, awareness of how to respond in emergency situations. They need to be able to assess the situation and know whether they are in immediate danger or if any additional danger is imminent. Awareness of potential emergency situations will allow them to be more prepared by creating a basic supply list for instance. Further, they need to be able to determine the level of severity of a situation and know what to do or who to call in the event of an emergency. These are key issues that are crucial to ensuring the ESOL community’s safety and well-being.
The aim of my Honors project is to provide information to increase the knowledge of disaster preparedness among immigrants for whom English is a second language and who are English language learners. Natural disasters are defined as temporary events triggered by natural hazards that overwhelm local response capacity and seriously affect the social and economic development of a region (Charvéiat, 2000). Hurricanes, flooding, sinkholes, and wildfires are major natural disasters that affect Leon County (Florida Department of Community Affairs, 2005). Specifically, my project entailed creating an emergency awareness intervention course for students in an ESOL program and evaluating whether participation in the course increased ESOL students’ awareness of natural disasters that may occur in Leon County and their knowledge of how to respond in emergency situations. Disaster preparedness is defined as measures taken to prepare for and reduce the effects of disasters (Preparing for Disasters, 2014). This intervention course focused on being prepared for hurricane season, other natural disasters, and creating a basic supply list. With the support of the ESOL program coordinator, I created a curriculum focused on emergency situations that affect Floridians. My goal was to inform ESOL students in Tallahassee of emergency situations that they may encounter in Florida and to provide information to prepare them if an emergency were to occur.

Critical Review of Related Work

According to the 2000 U.S. Census, 7.6% of Leon County residents live in a home in which the primary language spoken in the household is not English. There are a total of 25,396 Limited English Proficiency (LEP) persons in Leon County, Florida (Leon County, 2005). This figure is 9.64% of Leon County’s population. A LEP person is someone who speaks English “less than very well”. This segment of the population is considered vulnerable and in need of services, especially those that can help ensure their safety (Leon County, 2005).
Leon County has experienced 13 disaster declarations since 1985, with two of the declarations, Hurricane Frances and Hurricane Ivan, occurring during the 2004 hurricane season and one declaration, Hurricane Dennis, occurring in 2005 (Florida Department of Community Affairs, 2005). Natural hazards including flooding, high winds, lightning, drought, wildfire, winter storms, landslide erosion, dam/levee failure, subsidence and expansive soils pose a serious risk for Leon County’s vulnerable populations. Flooding and high winds are the highest risk and lightning, drought, wildfire and winter storms are listed as posing a moderate risk.

“Language barriers are known to be an important contributor to the ineffectiveness of disaster information dissemination and related problems, particularly in multicultural communities. Disaster and hazard warnings in the U.S. are often broadcast only in English, leaving many ethnic minorities relatively susceptible to danger. In addition to language and literacy issues, unfamiliarity with organizational structures and requirements pose serious access barriers to available public and private resources for many U.S. born and immigrant Latinos.” (Aaby, Carter-Pokras, Mora, & Zambrana, 2007).

If the information is not in a language that one can understand then it becomes useless and the individual is put in a potentially dangerous situation. For example, over 70 immigrants from Jamaica, Peru, and Brazil were employed as casino service workers in Gulfport, Mississippi when a natural disaster took place (Muñiz, 2006). Local television stations advised residents to evacuate and directed them to shelters, but none of these advisories were provided in Spanish or Portuguese. These immigrants did not evacuate due to lack of transportation and language barriers and were put in a dangerous situation because they remained in their homes. This situation was completely preventable, but unawareness of this issue caused these individuals to
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suffer. This and other tragedies like it can be prevented with preparedness trainings for ESOL students. Given the risks for natural disaster related emergencies and the high percentage of immigrants in Tallahassee, there is a need for education aimed at preparing ESOL students for emergency situations in order to their ensure their safety and to provide equal access to important, life-saving information. Table 1 estimates the number of persons at risk from selected hazards in Leon county Florida (Florida Department of Community Affairs, 2005). Specifically, this table shows estimates of persons of language isolation (English as a second language) at risk for different types of natural disasters in Leon County.

**Table 1. Estimates of Persons of Language Isolation (English as a second language) at Risks for Different Types of Natural Disasters in Leon County**

<table>
<thead>
<tr>
<th>Population</th>
<th>Flood</th>
<th>Sinkhole</th>
<th>Wildfire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>9,303</td>
<td>18,474</td>
<td>23,825</td>
</tr>
<tr>
<td>Over 65</td>
<td>1,988</td>
<td>4,608</td>
<td>5,787</td>
</tr>
<tr>
<td>Disabled</td>
<td>6,423</td>
<td>12,244</td>
<td>15,890</td>
</tr>
<tr>
<td>Poverty</td>
<td>3,426</td>
<td>9,082</td>
<td>14,427</td>
</tr>
<tr>
<td><strong>Language Isolated</strong></td>
<td><strong>74</strong></td>
<td><strong>240</strong></td>
<td><strong>266</strong></td>
</tr>
<tr>
<td>Single Parent</td>
<td>1,674</td>
<td>3,645</td>
<td>4,700</td>
</tr>
<tr>
<td>Countywide Total</td>
<td>25,580</td>
<td>54,404</td>
<td>69,333</td>
</tr>
</tbody>
</table>

**Purpose**

In a major emergency situation it is important to know what to do and to have a plan. Currently, there are no known agencies or organizations that provide this information to adult
ESOL students in Tallahassee, Florida. Therefore, the aim of this project was to provide essential information to ESOL students in a manner that they can comprehend through a short-term emergency awareness course and to evaluate their knowledge of the information received. By providing this information we can ensure that ESOL students have access to important, potentially life-saving, information. The major research question guiding my project is: Does providing emergency awareness protocol education increase ESOL students’ awareness of potential natural disaster related threats and knowledge of how to respond in emergency situations? Specifically, my project focused on hurricane readiness but information about other potential natural disasters (e.g. flooding, sinkholes, and wildfires) was included as part of the curriculum. I tested the following two hypotheses:

\[ H_1: \text{Participating in a short-term emergency protocol awareness course will increase ESOL students’ awareness of natural disasters that may occur in Leon County} \]

\[ H_2: \text{Participating in a short-term emergency protocol awareness course will increase ESOL students’ knowledge of how to respond in emergency situations.} \]

**Methods**

**Project Description**

For my honor’s project I worked with the Literacy Volunteers of Leon County (LVLC), a program that trains volunteers to provide one-to-one and small group tutoring for ESOL students who would like to improve their conversational English, reading or writing skills. Once a student enters the program, a staff member and tutor create an individualized curriculum based on the learner's educational needs and goals. Learners are encouraged to come to the Resource Center between tutoring sessions where they have access to computers and audio and video tapes to improve their English. The LVLC ESOL program aims to provide services free of charge to
students to ensure skills are learned without financial burdens. Students in this program not only
learn English, but they learn cultural norms and conversational skills that help prepare them for
living in society and the communities they reside in.

Originally from Haiti, my immigrant parents worked hard to ensure I did not live a life of extreme poverty, bound by poor education and a lack of basic necessities. My parents migrated from Haiti with nothing, but a dream of raising a family and giving their children all the opportunities they were not granted. I was given an opportunity to further my education and live in this country; an opportunity that many Haitian children will never get. I understand how fortunate I am and have made it my mission to give back to the Haitian community and immigrants that have experienced the many challenges of being foreigners in a different country.

Through LVLC, I interned with the ESOL program. As an intern, I taught English to adult immigrant ESOL students, facilitating group classes where we practiced conversational skills, and I provided individual tutoring to a Haitian student that had never been formally educated and spoke only Creole. I worked with this student for six months to help with his conversational skills and English comprehension. Most of the students wanted to learn English to get a job, earn their GED, fill out important documents or to simply be able to ride the bus alone. Through this internship, I saw the need for more initiatives that strive to provide resources and skills to immigrants in need.

Karen Strange is the coordinator of the ESOL program. She has a Masters of Linguistics and has worked with this program for nine years. With the help of Ms. Strange, I developed a natural disaster readiness curriculum that was used to instruct the ESOL students. The ESOL program provides students with three options. They may choose to work with an individual tutor, attend ESOL group sessions, which is a tutor-guided practice where students can practice their
conversational skills, or they may choose both of the previously stated options. The ESOL group sessions typically include a range of 35-40 students and separate sessions are offered every Wednesday and Friday morning, Tuesday, Wednesday, and Thursday afternoon, and Monday, Wednesday, and Friday evening for two hours. Because the ESOL group sessions are on-going, it was thought that providing the training during these sessions would allow me to reach the largest number of students at one time.

I facilitated 4 two-hour sessions including a pilot training session with four different groups of students for a total of five sessions. The session began with going over informed consent procedures. I provided participants with an informed consent letter (Appendix A). I read the informed consent letter to the participants, invited them to ask any questions they may have about the study, and asked that they sign the forms prior to collecting any data. The consent letter was adapted from a letter of informed consent provided by the Florida State University Institutional Review Board (IRB) and was reviewed by the ESOL program coordinator to ensure student comprehension. The consent form and all other training materials were piloted prior to full implementation. Next, although all students who attended the group sessions were allowed to receive the training, those who provided consent were prompted to complete a pretest. The consent procedures and pretest took approximately 15 minutes to complete. This was followed by thirty minutes of instruction of the curriculum. Students were encouraged to ask questions throughout the session. At the end of the session, students were asked to complete a post-test and a brief satisfaction survey. These activities were all completed within the two hour class session.

Prior to implementing the training, all materials and study procedures were reviewed by the members of my thesis committee, the ESOL program coordinator, Karen Strange and an application was submitted to the Florida State University IRB for approval of my project. Once
course preparation and IRB approval was obtained, I piloted my first course. My pilot group session was on Monday, October 26, 2015, at 6:00 pm with a group of ESOL students who were representative of those who are likely to attend the group sessions in which the actual training and study would be implemented. This pilot group session allowed me to realize the best forms of communication with the students and ensured that the material was comprehensible. I learned how to pace myself and focus on the most important areas. No modifications were made to the curriculum or measures following the pilot. Following the pilot session with my newly gained knowledge, I conducted the actual training in four two hour group sessions. Once I administered the training in four group sessions, I analyzed the data from pretest, post-test, and satisfaction surveys (see Table 2 for timeline of project activities)

**Table 2. Project Timeline**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Planning</td>
<td>April 2015-October 2016</td>
</tr>
<tr>
<td>- Curriculum development</td>
<td></td>
</tr>
<tr>
<td>- Selection of measures</td>
<td></td>
</tr>
<tr>
<td>- Thesis committee selected/Prospectus approved</td>
<td></td>
</tr>
<tr>
<td>- Submitted IRB application/approved</td>
<td></td>
</tr>
<tr>
<td>Pilot Training</td>
<td>Monday evening group session</td>
</tr>
<tr>
<td>- 1 pilot training and 4 training sessions</td>
<td></td>
</tr>
<tr>
<td>- Received participant and program coordinator feedback on training session and materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pilot Training: October 26, 2015</td>
</tr>
</tbody>
</table>
### Description of Natural Disaster Readiness Curriculum

The curriculum was developed from an existing training for elementary school kids (New Hampshire Department of Health, 2011). Similar to the original curriculum, our adapted version consisted of three focal areas: preparedness, response, and recovery. The curriculum defined the key terms: emergency, natural disaster, hurricane, flooding, sinkholes, and wildfires. It illustrated warning signs and how to respond to natural disasters that occur in Leon County. As the facilitator, I began by defining the key terms and then asked students to provide examples of emergencies/natural disasters. I explained the key dangers of the natural disasters that occur in Leon County and how to prepare for them. For example, the curriculum outlined what you should do when a warning is issued, during a natural disaster, and what to do in the aftermath of a natural disaster. I ended the session focusing on recovery and informing students of the
resources available in Leon County and what to do after a natural disaster related emergency has occurred in their community. An outline of the training session and topic areas is provided in Appendix B and an emergency response fact sheet that was provided to students is presented in Appendix C.

**Study Design**

To test the effectiveness of the training, I used a one-group pretest post-test design in which participants knowledge of the content was assessed prior to taking part in the training session and assessed again following the training. A nonprobability sampling method was used to attain the study sample. The sample was comprised of ESOL students who were already participating in the LVLC program, therefore, I selected my sample based on availability.

**Inclusion/Exclusion Criteria.** Participants of this project were all students in the LVLC ESOL program who voluntarily attended at least one of four group sessions and demonstrated basic proficiency in English based on assessments that were administered by the LVLC staff. All participants needed to be over the age of eighteen years old to participate in this study and all the students of the LVLC ESOL program are over the age of eighteen years old. No student was excluded from this training based on the above mentioned criteria.

**Participants**

In total 25 ESOL students in the LVLC ESOL program received my training. Originally, I aimed to work with 100 out of the 120 students in the program. The group sessions were expected to range from 35-40 students. However, there were actually no more than 10 students in attendance each time I came to facilitate a training session. Many of the same students attended all of the training sessions. Small class attendance and the same students attending multiple sessions, decreased my sample size from what I had originally proposed. Descriptive statistics
were not collected for the protection of the clients. It was important to keep confidentiality with the participants and only ask for necessary information which was their name and signature on the consent forms. However, I observed students who appeared to be older than 18 years old, they seemed to be in their late 20s. They all introduced themselves and had undergraduate degrees or equivalent experience in their current field; this led me to believe they were over the age of twenty years old. The majority were from Asia and a few were from Africa and one from Haiti. They spoke Mandarin, Creole, Portuguese, and an African dialect.

**Measures**

**Disaster Readiness Curriculum Pretest/Post-test.** The dependent variables for this study were students’ knowledge of natural disaster related emergencies and how to respond in natural disaster related emergency situations. The independent variable was the emergency awareness training session. A pretest and a post-test was used to assess students’ level of knowledge of natural disasters and response readiness before and after attending the training session. I administered written tests that included 10 questions that the students were instructed to answer to the best of their knowledge. A copy of the pre and post-test is provided in Appendix D. The pretest and post-test consisted of a mixture of items that were open-ended questions, multiple choice, true/false, and short answer responses. There were four items that assessed students’ knowledge of natural disasters. Examples of questions that assessed students’ knowledge of natural disasters included “What is an emergency?” (open-ended response) and “What kind of emergencies can occur in our community?” (multiple choice response). There were seven items that assessed participants’ readiness to respond during a natural disaster. Examples included “Name three items you need to have in an emergency kit?” (open-ended response) and “When should you evacuate your home?” (multiple choice response). Correct
responses on true/false and multiple choice items were coded as a “1” and incorrect responses were coded as a “0”. Two written responses items including “What is an emergency?” and “Name three items you need to have in an emergency kit?” were assessed and scored numerically because there were specific correct responses to these items that were discussed during the training. A definition of an emergency that was given was “An emergency is a serious, unexpected, and often dangerous situation requiring immediate action.” If responses were close to this definition they were considered to be correct and received a score of “1” and a “0” if they did not closely approximate the correct response. For example, the following responses were provided and considered correct: “Emergency is a serious, unexpected situation that requires immediate action” or “Emergency is a situation in which you need to take action immediately.” A list of recommended items to include in a basic emergency supply kit was provided and reviewed during the training that provided students with the information needed to respond to question five. Examples of items for the basic emergency supply kit included water, nonperishable food, radio with batteries, first aid kit, and prescription medications; these items were each scored separately (e.g., 5a, 5b, 5c) and each was worth one point for a total of three points. Responses on the numerically scored items were summed to compute a total score for the pre/post-test (possible score range 0-11), and separate scores were also computed for the subset of items focused on disaster awareness (possible score range 0-4) and the subset of items focused on disaster readiness (possible score range 0-7).

An additional written response item on the pretest/post-test asked participants to describe their emergency plan. In describing their emergency plan, participants were able to reflect on what they had learned and to think about a plan for themselves and their families in the event of a natural disaster.
Participant Satisfaction Survey. A participant satisfaction survey was used to determine if the training was relevant and helpful to the participants. This survey included seven questions where the students could rate their satisfaction with the training and their perception of its overall effectiveness by selecting agree or disagree. My performance was scored using the four items: “The trainer was knowledgeable of the topic,” “The workshop objectives were clearly evident,” “The time frame for each section was appropriate,” and “The ideas and activities presented were interesting.” Responses of ‘agree’ were scored as ‘1’ and ‘disagree’ were scored as ‘0’. Responses were summed with scores ranging from 1-4 and higher score indicated higher levels of satisfaction with the training. There were also two written response items including “Which areas of the workshop do you feel were most helpful to you?” and “Do you feel any particular topic could have been added or omitted to improve the quality of this workshop? If so, please explain.” This written feedback was used to assess areas of the training that could be improved. This feedback was important for me to understand the participants’ concerns and it provided helpful feedback to the LVCL ESOL program to build on existing practices. A copy of the satisfaction survey can be found in Appendix E.

Data Analysis

The data was analyzed using SPSS version 22 using a combination of descriptive statistics (e.g., frequencies, means, standard deviations) and bivariate statistics to determine whether there were statistically significant differences in participants’ mean scores from the pretest to the post-test. A dependent sample t-test was used to analyze the data; it compares two sample means which are known to be related in some way. For this test to be valid the data collected in this study needed to meet the following three assumptions: 1) the dependent variable is measured at the interval/ratio level 2) the sample is dependent and, 3) the distribution of
sample mean differences is normally distributed (Field, 2005). My dependent variables (students’ knowledge of natural disaster related emergencies and how to respond in emergency situations) were measured based on numeric scores from the pre/post-test, so this met assumption one. This study tested changes in mean scores of the same participants at two time points (pretest/post-test), so the sample was related (dependent) and, therefore, met assumption two. For the third assumption, I ran a frequency using SPSS to examine the dispersion and distribution of the data collected. The mean difference scores of the sample did not vary widely across participants and the data were not skewed ($M = 1.40$, $SD = 2.34$, Range = 10, Minimum = -3.00, Maximum = 7.00, Skewness = 0.337). The histogram showed that the distribution of mean difference scores was approximately normal. Figure 1 shows the distribution of the mean difference scores for the sample.

**Figure 1. Histogram of Dependent Variables (Sample Mean Difference Scores)**
In addition, participants’ written responses to the item “What is your emergency plan?” were reviewed and compared for changes from the pretest and posttest. Responses to this item provided additional insight into the participants’ understanding of critical information related to emergency readiness and allowed me to assess their understanding from the perspective of the participants in their own words. In describing their emergency plan, participants were able to reflect on what they had learned and think about a plan for themselves and their families in the event of a natural disaster. To assess this item, I compared their responses and, specifically, I assessed whether the post-test responses showed evidence of increased knowledge of Leon County resources for the community in the event of a natural disaster and that they could apply what they had learned during the training to develop a detailed plan.

The satisfaction surveys provided helpful insights about how the participants felt about the training. The data from the survey was also analyzed using SPSS version 22 and a combination of descriptive statistics (e.g., frequencies, means, standard deviations). I examined the mean responses across the four items, the overall satisfaction rating, and the written responses to determine if the training was helpful and to identify areas to target for improvement.

**Results Disaster Readiness Curriculum Pretest/Posttest.**

There was a statistically significant difference between total mean scores from the pretest ($M = 7.04, SD = 1.79$) to post-test ($M = 8.44, SD = 1.85$) ($t(24) = -2.98, p = .006$). Hypothesis one ($H_1$: Participating in a short-term emergency protocol awareness course will increase ESOL students’ awareness of natural disasters that may occur in Leon County) was specifically assessed using questions 1-4. There was a statistically significant difference in participant’s knowledge of natural disasters that may occur in Leon County from the pretest ($M = 1.92, SD =$
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.90) to the post-test ($M = 2.64, SD = .95$) ($t(24) = -2.97, p = .007$). Hypothesis two (H$_2$: Participating in a short-term emergency protocol awareness course will increase ESOL students’ knowledge of how to respond in emergency situations) was assessed based on the scores from questions 5a-9. The results show that there was not a statistically significant difference in participants’ knowledge of how to respond in natural disaster related emergencies from the pretest ($M = 5.12, SD = 1.64$) to the posttest ($M = 5.80, SD = 1.38$) ($t(24) = -1.76, p = .091$).

Figures 2 and 3 show the number of correct responses to each question from the pretest and posttest and the hypothesis each question relates to. Hypothesis one (H$_1$: Participating in a short-term emergency protocol awareness course will increase ESOL students’ awareness of natural disasters that may occur in Leon County) was specifically assessed from questions 1-4 (Figure 2). Figure 2 shows that, overall, participants demonstrated the most knowledge gains on content assessed by question one (i.e., What is an emergency?) and question two (i.e., What kind of emergencies can occur in our community?). The question that the participants most frequently responded to incorrectly was “What is a high risk natural disaster in Leon County?” suggesting this may represent a more salient knowledge gap among the ESOL students. There was no increase in correct responses to this question with only four participants identifying the correct response on both the pretest and post-test.

Hypothesis two (H$_2$: Participating in a short-term emergency protocol awareness course will increase ESOL students’ knowledge of how to respond in emergency situations) was specifically assessed by questions 5a-9 (Figure 3). Figure 3 shows that participants had prior knowledge related to most of the questions on natural disaster readiness. Overall, comparisons of the responses showed only slight increases in the number of students responding correctly from pretest to posttest.
Figure 2. Bar Graph of Hypothesis 1 Items

Figure 3. Bar Graph of Hypothesis 2 Items
Written responses to the item “What is your emergency plan” on the pretest indicated that there were six participants (24%) that did not have a plan in case of an emergency compared to three participants (12%) that indicated that they did not have a plan on the posttest. For example, one participant’s response changed from “nothing” on the pretest to “prepare an emergency bag filled with food and water” on the post-test. I also observed that several of the emergency plans became more detailed following the training. Many of the emergency plans written on the pretest did not explain where the participants would go in the event of an emergency or include the specific items that they would pack. However, post-test comparisons of the responses from these same participants showed that they provided added information. For example, one participant’s response on the pretest stated that they would “listen to the emergency alarm and follow orders.” In their post-test response they added that they would “prepare some stuff like food and water and listen to the radio.” Another participant wrote that their emergency plan was to “call 911 and run away” on the pretest, and they added “set a meeting place to meet my family after evacuation” to their plan on the post-test, demonstrating that he/she understood the need to discuss with family an emergency meeting place in case of an unexpected evacuation. Another participant stated “I will go to the nearest shelter” which demonstrated her/his understanding of the section of the training in which I discussed local resources and services available during a natural disaster. Leon County has 14 shelters for families and their pets in the event of a natural disaster.

**Participant Satisfaction Survey**

The satisfaction surveys provided additional insight into the participants’ views on the quality and usefulness of the training. The summed scores from the four disagree/agree questions on the satisfaction survey ($M = 3.57$, $SD = 1.01$) indicated an overall high level of approval of
this training, its overall effectiveness, and participants’ appreciation of the information presented. The overall satisfaction rating of 89% indicates that the majority of participants were satisfied with the training (i.e. agreed with all four items). The majority, 89.5%, of the participants felt that the trainer was knowledgeable on the topic (Item 1). Approximately 95% (94.7%) indicated that the workshop objectives were clear and evident (Item 2). About 90% (89.5%) agreed that the time frame for each section was appropriate for the training (Item 3). Over 80% (84.2%) of the participants found the ideas and activities presented interesting (Item 4).

These positive ratings were echoed by the written responses. Several participants wrote that they found “all parts” of the training helpful and, specifically, the explanation of what to do before, during, and after a natural disaster. Suggested improvements included the use of a visual/audio aid such as a film could help supplement the training and that “more examples of how to handle each emergency” would be helpful. In the additional comments sections, examples of participants responses included, “I think it’s very good information” and “It is very interesting and useful for us. Thank you.”

**Discussion**

The purpose of my Honors project was to provide information to increase the knowledge of disaster awareness and preparedness in Leon County among immigrants for whom English is a second language and who are English language learners. This project was unique in many ways including that it targeted a vulnerable population and an area that has been neglected in Leon County. This population of ESOL students may be at higher risk of danger in the event of a natural disaster due to their limited ability to communicate in English and to comprehend official messages that contain important information about what to do during or after a natural disaster.
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This project has provided me with an in depth understanding of this issue and the tools to improve the lives of ESOL students.

The first hypothesis (H1: Participating in a short-term emergency protocol awareness course will increase ESOL students’ awareness of natural disasters that may occur in Leon County) was supported by my results, but not the second hypothesis (H2: Participating in a short-term emergency protocol awareness course will increase ESOL students’ knowledge of how to respond in emergency situations. Students’ emergency plans became more detailed and showed an increased understanding of the resources provided in Leon County. Overall, based on the comparison of the numerically scored and written responses from the pretest/post-test, students appeared to demonstrate an increased understanding of how natural disasters affect Leon County and where they could find support and supplies in the event of a natural disaster. These results support that participating in this short-term emergency protocol awareness course may have increased ESOL students’ knowledge of how to respond in emergency situations.

The emergency plans allowed for each participant to complete an individualized emergency plan. Drawing upon the results, to improve upon this training, I would review the emergency plans and provide feedback to students during the session. This would ensure each student leaves with a detailed and individualized emergency plan. With the information I have now I would improve my training by increasing the amount of time spent on content in the areas that needed the most improvements (e.g., awareness of specific high risk natural disasters in Leon County). Questions about disaster related procedures in Leon County were missed more frequently than other questions. This is an area to target for major improvement because this training is intended to increase knowledge about how to be prepared and respond to natural disasters in Leon County. The mean increase in readiness as measured by the items on the
pretest/posttest was slight and likely due to the students already having prior knowledge related to natural disasters, specifically, knowledge focused on readiness (e.g. 5, 7, and 8). To engage students, I would make trainings more interactive and interesting for participants by asking participants about their experiences or assumptions of a natural disaster. Further improvements can be made by providing more examples about natural disasters that are supported by visual/audio aids.

Overall the participants indicated that they found learning about different types of natural disasters and recommendations for what to do in a specific emergency very helpful. The verbal feedback, I received from participants was very positive as well. I believe that the participants found this training interesting and helpful.

Implications

My Honor thesis helped provide information to a vulnerable population and raise awareness about an issue that many people are not informed about in Leon County. I was not only able to create materials and a course for the ESOL community in Leon County, but I was able to ensure that this information was received by a population that could benefit from gaining emergency readiness training. This training helped further my understanding of the importance of creating and providing this information. Many participants did not know how to adequately prepare for a natural disaster or have a full awareness of the dangers of the different types of natural disasters that could occur. This training helped participants understand the importance of being self-sufficient in the event of a natural disaster and to gain an awareness of the available resources in Leon County. The curriculum can be used in the future at the Literacy Volunteers of Leon County program and as a reference for future trainings. This curriculum, if implemented throughout Leon County, could help ensure the safety of the ESOL community. I hope this
training will be a model for other programs to refer to and prompt policies that support this type of training and providing it to all ESOL students.

**Limitations**

The limitations to this project included the small sample size and selection, lack of demographic information on participants, lack of prior research studies on the topic, research design, measures and my limited fluency in the participants’ native languages. My training was limited to students in the Literacy Volunteers of Leon County which is a form of selection bias that affects the generalizability of my results to other populations. I expected to have around 100 participants, but I was only able to reach 25 participants. Experimental mortality was also a minor issue due to participants leaving early or refusing to participate due to the length of the class. I encountered this problem twice during the duration of the project; a father had to leave early to pick up his child once and another time a participant was uninterested in participating in a two hour long training instead, of his typical conversation class. For confidentiality reasons, I did not take demographic information; with that information I would be able to understand what age and/or ethnic groups benefited most from this study or what age and/or ethnic groups attended the sessions to learn which groups I was not reaching in my sessions. This project’s research design, a one group pretest and post-test, is pre-experimental design with limited ability to establish causality. That is, that knowledge gains were truly due to participating in the training. The questions on the test were developed using an elementary curriculum as a model. This may have resulted in the items not necessarily challenging this particular set of students who appeared to have some prior knowledge on the subject. The pretest and post-test questions were exactly the same which may result in testing effects that gives participants an advantage on the post-test because they are familiar with the test questions on the subject. The pretest/post-test
was developed from an elementary-school curriculum and government agency. These questions were designed to capture information individuals should know in the event of a natural disaster. These questions did not challenge participants in regards to natural disasters or procedures specific to Leon County in the event of a natural disaster. More relevant questions that are more specific to the participants learning levels and Leon County could help to reflect participants with prior knowledge of natural disasters and Leon County proceedings. The development of this study was difficult, as there were not many sources or articles about ESOL adults and natural disasters to provide research and direction for designing the training. The articles I did find only represented the Hispanic population which is not the majority ethnic group at the LVLC. As the facilitator, I did not have any fluency in the participants’ native language. All the participants had basic English proficiency, however if any minor miscommunications were to happen I would not be able to communicate with them in their native language. This was not a major issue, but could have presented a problem during training if I could not translate content to participants. Of all of the ESOL programs in Leon County (AceLeon program, Tallahassee Community College program, Center for Intensive English Studies at Florida State University), I was only able to partner with the Literacy Volunteers of Leon County. This restricts the representativeness of the results. Future efforts may need to focus on expanding this training to these other programs.

**Conclusion**

The goal of my Honors project was to supply necessary information to help meet basic needs and help ensure the safety of the ESOL community. The specific aim of my project was to provide information to increase the knowledge of disaster readiness among immigrants for whom English is a second language and who are English language learners. My Honors thesis helped provided information to a vulnerable population and raise awareness about an issue that many
people are not informed about. This project provided essential information to ESOL students in a manner that they could comprehend and that was beneficial to themselves and their families. The ESOL community face many issues due to lack of fluency in English which is a significant factor in poverty and under-achievement in many ethnic minority communities, and a major barrier to employment, workplace opportunities, and to pursuing education. Through this project, I was not only able to create materials and a course for the ESOL community in Leon County, but I was able to ensure that this information was received by a population that could benefit from gaining emergency awareness training. I hope that with more input from ESOL students, I will be able to cover other areas that are also beneficial to ESOL students and the Leon county community.

My mission now is to make this information accessible and comprehensible for educators. First, I will work with the program director of the Literacy Volunteers of Leon County to create a multifaceted training that can be used for one-on-one tutoring sessions and group conversation classes over a month. I will also create training materials for the tutors and volunteers so they feel prepared and knowledgeable on this topic. After the successful implementation of this training at the Literacy Volunteers of Leon County, I would like the students to be surveyed and asked these questions: “When is the best time for these types of trainings to occur?” “How can ESOL students find information about natural disasters that is translated in their native language?” and “How can this information be made more accessible for all ESOL students in Leon County?”

The next hurricane season is less than two months away, June 1st through November 30th. This is half of the year in which it is relevant to be prepared for a natural disaster. This is why this information is so crucial to the safety and well-being of ESOL students. It is my hope that this information would be implemented at local ESOL programs and recommended for all
ESOL students. Through my investigation of Leon County policies I could not find a policy that was specific to ensuring the safety of the ESOL community in the event of a natural disaster nor could I find procedures on how to address such an event, even though, there are multiple stories of the need of such policies after major natural disasters like Katrina in 2005. My training represents one strategy to address this gap.

The ultimate goal would be to implement this training as part of the curriculum of ESOL students in all ESOL agencies and as part of the curriculum of ESOL students at local public K-12 schools. From personal knowledge, I know how important children of ESOL families are to the adults; they translate for their parents and they read and translate important documents. These children play a key role in their families’ lives. I believe if they are educated they would be able to inform and share the importance of preparing for nature disasters.
References


Appendix A

Consent Form

Project Title: Increasing Emergency Awareness Among ESOL Students

You are invited to be in a research study of Increasing Emergency Awareness Among ESOL Students. You were selected as a possible participant because you are a student at the Literacy Volunteers of Leon County ESOL program. We ask that you read this form or listen as it is read for and with you and ask any questions you may have before agreeing to be in the study. This study is being conducted by Anne Piervil, BSW student at Florida State University, under the supervision of Dr. Shamra Boel-Studt from the College of Social Work at Florida State University.

Background Information:

The purpose of this study is to find out if providing emergency awareness education increases ESOL students’ awareness of potential natural disaster related threats in Leon County and their knowledge of how to respond in emergency situations. This study focuses on educating ESOL student on hurricane readiness and other natural disasters such as flooding, sinkholes, and wildfires.

Procedures:

If you agree to be in this study, we would ask you to do the following things: participate in a one-time group training session that will last two hours. During that time you be asked to take a test answering 10 questions to find out what you already know about natural disasters and how respond when one occurs. You will then receive information about emergency awareness. After the training, you will again be asked to take a test answering 10 questions to find out what
you learned from the training. I will also ask you to take a satisfaction survey to find out if you
felt the information was helpful you.

**Risks and benefits of being in the Study:**

The study has minimal risks. To prevent any potential risks to participant’s confidentiality I will not ask for names or personal information and will take steps to keep the all information from the tests and surveys safe. All information collected from the pretest and post-test will be entered into a password protected computer. The hard copies of the pretests, posttests, and surveys will be destroyed immediately after the information is entered into the computer.

The possible benefit to you include gaining important information about emergency events that may happen in Leon County and you will be given information about resources available to you to help you know how to find out about weather-related emergencies and natural disaster events and how to be prepared.

**Compensation:**

You will NOT receive payment for your participation in this study.

**Confidentiality:**

The records of this study will be kept private and confidential to the extent permitted by law. In any sort of report we might publish, we will not include any information that will make it possible to identify a participant. Research records will be stored securely and only researchers will have access to the records.

**Voluntary Nature of the Study:**

Your participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the Literacy Volunteers of Leon County. If
you decide to participate, you are free to not answer any questions or withdraw at any time without affecting those relationships. You may also choose to participate in the training but not take the pretest, posttest, or satisfaction survey.

**Contacts and Questions:**

The researcher conducting this study is Anne Piervil. Ms. Piervil is being supervised by Dr. Shamra Boel-Studt. You may ask any question you have now. If you have a question later, you are encouraged to contact Dr. Shamra Boel-Studt at Florida State University College of Social Work. Phone: (850) 644-971, Email: sboelstudt@fsu.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact the Florida State University Institutional Review Board at 2010 Levy Street, Research Building B, Suite 276, Tallahassee, FL 32306-2742, or 850-644-8633, or by email at [humansubjects@fsu.edu](mailto:humansubjects@fsu.edu).

You will be given a copy of this letter to keep for your records.

**Statement of Consent:**

I have read and/or had read to me, the above information or I have had the above information read to me. I have asked questions and have received answers. I consent to participate in the study.

________________   __________________
Signature                                   Date

________________   __________________
Signature of Investigator          Date
Appendix B

ESOL Natural Disaster Education Training Outline

Questions:

1. What is an emergency?

2. What kind of emergencies can occur in our community, as well as in different geographic locations?

Learning Objectives:

- Identify several emergencies that could impact communities locally and nationally
- Explain the causes (or risks) of various emergencies based on geography, climate, or season
- Identify the dangers to people in various emergencies
- Identify items for an emergency supply kit.

Key Questions:

- What is the definition of disaster/emergency?
- Where does it often occur?
- Can it occur in our community?
- How does it happen?
- What are the key vocabulary words related to it?
- How can we prepare for this?
- What happens during the event?
- What can be done to stay safe?
What needs to be done after the emergency has ended?

1. **Introduction/Discussion:** Begin lesson by assessing what students already know about emergencies and natural disasters.
   - Ask: What is an emergency? What is a natural disaster? Invite students to brainstorm examples of each.
   - Review key vocabulary with students: Hurricane, natural disaster, flooding, sinkholes, and wildfires.

2. Identify natural disasters that occur in their community:
   - Flooding
   - Sinkholes: *(high-adjacent risk)*
   - Wildfire: *(medium-high risk)*
   - Hurricanes

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<td>Sinkholes</td>
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<tr>
<td>Wildfire</td>
<td></td>
</tr>
<tr>
<td>Hurricanes</td>
<td></td>
</tr>
</tbody>
</table>

3. How to prepare for emergencies?
   a. Response
      i. Stay safe
      ii. Evacuate
iii. Who to contact?

3. Recovery
Appendix C

Emergency Response Fact Sheet

WHEN A WARNING IS ISSUED:

- Pick up any debris around your house that could become airborne
- Bring rubbish bins indoors
- Bring pets inside. Move stock to shelter
- Listen to your local radio station for information

DURING A STORM:

- Open a window on the side of the building away from the wind. This will relieve pressure on the roof and help prevent it lifting
- Close all curtains to slow down flying glass and airborne objects
- Stay away from doors and windows. If the wind becomes destructive, shelter further inside the house
- Don't walk around outside. Don't drive unless absolutely necessary

WHAT TO DO AFTER A STORM

- Continue listening to local radio or television stations or a NOAA Weather Radio for updated information and instructions. Access may be limited to some parts of the community, or roads may be blocked.
- Help a neighbor who may require special assistance—infants, elderly people and people with disabilities. Elderly people and people with disabilities may require additional assistance. People who care for them or who have large families may need additional assistance caring for several people in emergency situations.
- Stay away from storm-damaged areas. You may be putting yourself at further risk from the residual effects of severe thunderstorms.
- Watch out for fallen power lines and report them immediately. Reporting potential hazards will get the utilities turned off as quickly as possible, preventing further hazard and injury.

**What to do during a Hurricane?**

**If a hurricane is likely in your area, you should:**

- Listen to the radio or TV for information.
- Secure your home, close storm shutters, and secure outdoor objects or bring them indoors.
- Turn off utilities if instructed to do so. Otherwise, turn the refrigerator thermostat to its coldest setting and keep its doors closed.
- Turn off propane tanks. Avoid using the phone, except for serious emergencies.
- Moor your boat if time permits.
- Ensure a supply of water for sanitary purposes such as cleaning and flushing toilets. Fill the bathtub and other large containers with water.

**You should evacuate under the following conditions:**

- If you are directed by local authorities to do so. Be sure to follow their instructions.
- If you live in a mobile home or temporary structure—such shelters are particularly hazardous during hurricanes no matter how well fastened to the ground.
- If you live in a high-rise building—hurricane winds are stronger at higher elevations.
- If you live on the coast, on a floodplain, near a river, or on an inland waterway.
- If you feel you are in danger.
If you are unable to evacuate, go to your safe room. If you do not have one, follow these guidelines:

- Stay indoors during the hurricane and away from windows and glass doors.
- Close all interior doors—secure and brace external doors.
- Keep curtains and blinds closed. Do not be fooled if there is a lull; it could be the eye of the storm - winds will pick up again.
- Take refuge in a small interior room, closet, or hallway on the lowest level.
- Lie on the floor under a table or another sturdy object.

**What to do during a Flood?**

If a flood is likely in your area, you should:

- Listen to the radio or television for information.
- Be aware that flash flooding can occur. If there is any possibility of a flash flood, move immediately to higher ground. Do not wait for instructions to move.
- Be aware of streams, drainage channels, canyons, and other areas known to flood suddenly. Flash floods can occur in these areas with or without such typical warnings as rain clouds or heavy rain.

If you must prepare to evacuate, you should do the following:

- Secure your home. If you have time, bring in outdoor furniture. Move essential items to an upper floor.
- Turn off utilities at the main switches or valves if instructed to do so. Disconnect electrical appliances. Do not touch electrical equipment if you are wet or standing in water.

If you have to leave your home, remember these evacuation tips:
• Do not walk through moving water. Six inches of moving water can make you fall. If you have to walk in water, walk where the water is not moving. Use a stick to check the firmness of the ground in front of you.

• Do not drive into flooded areas. If floodwaters rise around your car, abandon the car and move to higher ground if you can do so safely. You and the vehicle can be quickly swept away.

*Driving Flood Facts*

The following are important points to remember when driving in flood conditions:

• Six inches of water will reach the bottom of most passenger cars causing loss of control and possible stalling.

• A foot of water will float many vehicles.

• Two feet of rushing water can carry away most vehicles including sport utility vehicles (SUV’s) and pick-ups.

*AFTER A FLOOD: THE FIRST STEPS*

*Getting Help*

• The American Red Cross can help you by providing you with a voucher to purchase new clothing, groceries, essential medications, bedding, essential furnishings and other items to meet emergency needs. Listen to local radio stations to find out where to go for this assistance, or look up American Red Cross in the phone book and call.

• The Red Cross can provide you with a cleanup kit: mop, broom, bucket and cleaning supplies.

• Contact your insurance agent to discuss claims.
• Listen to your radio for information on assistance that may be provided by the state or federal government and other organizations.

• If you hire cleanup or repair contractors, be sure they are qualified to do the job. Be wary of people who drive through neighborhoods offering help in cleaning up or repairing your home. Check references.

Your home has been flooded. Although floodwaters may be down in some areas, many dangers still exist. Here are things to remember in the days ahead.

• Roads may be closed because they have been damaged or are covered by water.

  Barricades have been placed for your protection. If you come upon a barricade or a flooded road, go another way.

• Keep listening to the radio for news about what to do, where to go or places to avoid.

• Emergency workers will be assisting people in flooded areas. You can help them by staying off the roads and out of the way.

• If you must walk or drive in areas that have been flooded:

  o Stay on firm ground. Moving water only six inches deep can sweep you off your feet. Standing water may be electrically charged from underground or downed power lines.

  o Flooding may have caused familiar places to change. Floodwaters often erode roads and walkways. Flood debris may hide animals and broken bottles, and it is also very slippery. Avoid walking or driving through floodwaters.
Appendix D

Pretest/Posttest

1. What is an emergency?
________________________________________________________________________________
________________________________________________________________________________

2. What kind of emergencies can occur in our community?
   a. Floods
   b. Wildfires
   c. Sinkholes
   d. All of the above

3. True or False: Natural disasters are temporary events triggered by natural hazards that
   overwhelm local response capacity and seriously affect the social and economic development
   of a region
________________________________________________________________________________

4. What is a high risk natural disaster in Leon County?
   a. Hurricanes
   b. Tornadoes
   c. Sinkholes
   d. None of the above

5. Name three items you need to have in an emergency kit?
   a. ______________________________________
   b. ______________________________________
   c. ______________________________________
6. When should you evacuate your home?
   a. If you are directed by local authorities to do so.
   b. If you live in a mobile home or temporary structure.
   c. At the signs of a natural disaster.
   d. Both A and B

7. During a hurricane you should do everything EXCEPT:
   a. Pick up any debris around your house that could become airborne
   b. Bring rubbish bins indoors
   c. Bring pets inside. Move stock to shelter
   d. Dancing in the rain

8. Which is NOT a danger of floods?
   a. All are dangerous
   b. Swimming with a friend
   c. Walking through six or inches of moving water
   d. Driving in your vehicle

9. What resources are available in your community?
   a. American Red Cross
   b. Shelters
   c. Free sand bags
   d. All of the above

10. What is your emergency plan?
11. What will be helpful to add to this training course? (This will be added to the posttest only)
Appendix E

Literacy Volunteers of Leon County
Workshop Evaluation Form For Tutors

Date: Workshop Name: Emergency Awareness Training Facilitator: Anne Piervil

Please check the appropriate boxes below:

<table>
<thead>
<tr>
<th>PERFORMANCE:</th>
<th>DISAGREE</th>
<th>AGREE</th>
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</thead>
<tbody>
<tr>
<td>The trainer was knowledgeable of the topic:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The workshop objectives were clearly evident:</td>
<td></td>
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</tr>
<tr>
<td>The time frame for each section was appropriate:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ideas and activities presented were interesting:</td>
<td></td>
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</table>
Which areas of the workshop do you feel were most helpful to you?

______________________________________________________________________________
______________________________________________________________________________

Do you feel any particular topic could have been added or omitted to improve the quality of this workshop? If so, please explain.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Additional Comments:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Signature (optional) ____________________________
Appendix F

Leon County Emergency Information

1. Leon County Emergency Management

535 Appleyard Dr, Tallahassee, FL 32304

(850) 488-5921

2. Tallahassee Police Department

234 E 7th Ave, Tallahassee, FL 32303

(850) 891-4200

3. Tallahassee Fire Department

327 N Adams St, Tallahassee, FL 32301

(850) 891-6600

4. Road closures:

For all emergencies call 9-1-1. For more information please contact Leon County Emergency Management at (850) 606-3700.

5. Sandbag Information

- Eisenhower Pit, located on Tyson Road between Rankin and Eisenhower Roads.
- Division of Operations at 2280 Miccosukee Road, located between Magnolia and Capital Circle Northeast (on the corner of Blairstone and Miccosukee).
• US 27 North Landing located near Lake Jackson, .5 miles south of Capital Circle Northwest/US 27 intersection.

• Ranchero Road at Oak Ridge Road.

• Tekesta Park located at Tekesta Drive and Deer Lake Road in Killearn Lakes.

• US 27 South (Apalachee Parkway) at the Solid Waste Management Facility at the multi-purpose fields.

(15 is the limit per citizen)

6. Power Outages

A storm-related outage happened during normal business hours: please call 891.4YOU (4968).

A storm-related outage happened after hours, over the weekend or on holidays: please call 891.4YOU (4968).

If the power outage is during normal business hours visit https://www.talgov.com/you/you-customer-request-outage.aspx for the online form.

7. Debris clean up

Any excess can be brought to a Rural Waste Center at no charge.

Locations of the Rural Waste Center are:

Woodville at 549 Henry Jones Road

Ft. Braden at 2485 E. Joe Thomas Road

Miccoukkee at 13051 Miccosukey Road

Blount at 4363 Holder

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<td>American Red Cross</td>
<td>1115 Easterwood</td>
<td>850-878-6080</td>
<td><a href="mailto:chrys.goodmyn@tallyredcross.org">chrys.goodmyn@tallyredcross.org</a></td>
<td><a href="http://www.tallyredcross.org">www.tallyredcross.org</a></td>
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<td>Big Bend Community Organizations</td>
<td>918 Railroad Ave.</td>
<td>850-606-1970</td>
<td><a href="mailto:douglasc@leoncountyfl.gov">douglasc@leoncountyfl.gov</a></td>
<td><a href="http://www.bbcoad.org">www.bbcoad.org</a></td>
</tr>
<tr>
<td>Capital Area Community Action Agency</td>
<td>309 Office Plaza Dr.</td>
<td>850-222-2043</td>
<td></td>
<td><a href="http://www.cacaainc.org">www.cacaainc.org</a></td>
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<tr>
<td>Catholic Charities of Northwest Florida</td>
<td>1380 Blountstown Hwy.</td>
<td>850-222-2180</td>
<td><a href="mailto:cathchartal@cc.ptdiocese.org">cathchartal@cc.ptdiocese.org</a></td>
<td>ccnwfl.org/tallahassee-home/</td>
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<td>702 W. Madison St.</td>
<td>850-224-</td>
<td><a href="mailto:assistance@echotally.org">assistance@echotally.org</a></td>
<td><a href="http://www.echotally.org">www.echotally.org</a></td>
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<td></td>
<td></td>
<td>ECHO (3246)</td>
<td></td>
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<tr>
<td>FDLE, Missing Persons Information</td>
<td>2331 Phillips Rd.</td>
<td>1-888-356-</td>
<td><a href="mailto:mepic@fdle.state.fl.us">mepic@fdle.state.fl.us</a></td>
<td><a href="http://www.fdle.state.fl.us/MCIC">www.fdle.state.fl.us/MCIC</a></td>
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<td></td>
<td></td>
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<td>Florida Association for Community</td>
<td>820 E. Park Ave., Bldg. E-200</td>
<td>224-4774</td>
<td><a href="mailto:info@faca.org">info@faca.org</a></td>
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<tr>
<td>Action</td>
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</tr>
<tr>
<td>Florida Homeless Education Program</td>
<td>Florida Department of Education, K-12 Bureau of Student Assistance, 325 W. Gaines St.</td>
<td>850-488-2275</td>
<td><a href="mailto:williamsk5@mail.leon.k12.fl.us">williamsk5@mail.leon.k12.fl.us</a></td>
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<tr>
<td>Good News Outreach</td>
<td>242 Lafayette Circle</td>
<td>850-412-0016</td>
<td><a href="mailto:goodnews023@embarqmail.1.com">goodnews023@embarqmail.1.com</a></td>
<td><a href="http://www.goodnewsoutreach.org">www.goodnewsoutreach.org</a></td>
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<tr>
<td>The Shelter</td>
<td>480 W. Tennessee St</td>
<td>850-224-8448</td>
<td><a href="mailto:tallahasseeleonshelter@comcast.net">tallahasseeleonshelter@comcast.net</a></td>
<td><a href="http://www.tallahasseeleonshelter.com">www.tallahasseeleonshelter.com</a></td>
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<tr>
<td>Big Bend Homeless Coalition</td>
<td>2729 W. Pensacola Street</td>
<td>850-576-5566</td>
<td><a href="mailto:info@bigbendhc.org">info@bigbendhc.org</a></td>
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<td>ccnwfl.org/tallahassee-home/</td>
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<tr>
<td>Renaissance</td>
<td>457 Virginia Street</td>
<td>850-224-3246</td>
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<td>Community Center</td>
<td>1380 Blountstown Highway</td>
<td>850-222-2180</td>
<td><a href="mailto:cathchartal@cc.ptdiocese.org">cathchartal@cc.ptdiocese.org</a></td>
<td>ccnwfl.org/tallahassee-home/</td>
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<tr>
<td>Catholic Charities of Northwes Florida</td>
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<tr>
<td>Leon County Schools</td>
<td>N/A</td>
<td>850-487-7100</td>
<td></td>
<td><a href="http://www.leonschools.net">www.leonschools.net</a></td>
</tr>
<tr>
<td>Share Florida</td>
<td>2302 Jim Lee Road</td>
<td>352-748-6222</td>
<td><a href="mailto:shareinfo@shareflorida.org">shareinfo@shareflorida.org</a></td>
<td>shareflorida.org</td>
</tr>
<tr>
<td>Share Florida</td>
<td>400 Timberlane Road</td>
<td>352-748-6222</td>
<td><a href="mailto:shareinfo@shareflorida.org">shareinfo@shareflorida.org</a></td>
<td>shareflorida.org</td>
</tr>
<tr>
<td>Big Bend Homeless Coalition</td>
<td>2729 W. Pensacola Street</td>
<td>850-576-5566</td>
<td><a href="mailto:info@bigbendhc.org">info@bigbendhc.org</a></td>
<td><a href="http://www.bigbendhc.org">www.bigbendhc.org</a></td>
</tr>
<tr>
<td>Catholic Charities of Northwes Florida</td>
<td>1380 Blountstown Highway</td>
<td>850-222-2180</td>
<td><a href="mailto:cathchartal@cc.ptdiocese.org">cathchartal@cc.ptdiocese.org</a></td>
<td>ccnwfl.org/tallahassee-home/</td>
</tr>
<tr>
<td>Emergency Care Help Organization (ECHO)</td>
<td>702 W. Madison Street</td>
<td>850-224-ECHO (3246)</td>
<td><a href="mailto:assistance@echotally.org">assistance@echotally.org</a></td>
<td><a href="http://www.echotally.org">www.echotally.org</a></td>
</tr>
<tr>
<td>Organization</td>
<td>Address</td>
<td>Phone Number</td>
<td>Website</td>
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<tr>
<td>Haven of Rest Rescue Mission for Men</td>
<td>510 W. Tennessee Street</td>
<td>850-224-7313</td>
<td><a href="http://www.nflchurch.com">www.nflchurch.com</a></td>
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<tr>
<td>Hope House Rescue Mission</td>
<td>2302 W. Tennessee Street</td>
<td>850-519-0956</td>
<td><a href="http://www.hopehousemission.org">www.hopehousemission.org</a></td>
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<tr>
<td>Promise Land Ministries</td>
<td>20 Church Road</td>
<td>850-926-3281</td>
<td><a href="http://www.promiselandministries.org">www.promiselandministries.org</a></td>
<td></td>
</tr>
<tr>
<td>Refuge House Domestic Violence and Rape Shelter</td>
<td>Confidential Location or 800-500-1119</td>
<td>850-681-2111</td>
<td><a href="mailto:receptionist@refugehouse.com">receptionist@refugehouse.com</a> or 800-500-1119</td>
<td><a href="http://www.refugehouse.com">www.refugehouse.com</a></td>
</tr>
<tr>
<td>Tree House of Tallahassee</td>
<td>P.O. Box 14331</td>
<td>850-544-9325</td>
<td><a href="mailto:info@treehouseflorida.org">info@treehouseflorida.org</a></td>
<td></td>
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