

OREGON HUNGER FREE CAMPUS BILL

Support HB 3089, The Hunger Free Campuses Bill to end college student hunger in Oregon

WHAT IS THE HUNGER FREE CAMPUS BILL?

The [Hunger Free Campus Bill](#) sends funding to colleges to address student food insecurity on campus. Colleges can use funding to:



**Start a Swipe Out
Hunger Program**



**Establish Food
Pantries**



**Create SNAP
Enrollment Opportunities**

This bill has already been passed in 5 states (CA, NJ, MD, MN, MA) and introduced in 10 others, including:



WHY IS THIS BILL NECESSARY?

In 2020, a survey that represented ~200 students across 11 public universities indicated that 71% of students experienced food insecurity in the past year

Prior to the pandemic, surveys found that 30% students experienced food insecurity at some point in their college careers

For community colleges specifically, 41% of Oregon students faced food insecurity according to The Hope Center's #RealCollege Survey



HB 3089 lifts up and further supports HB 2835, The Benefits Navigator Bill, passed in 2021. It allows for every institution of higher education to pinpoint the programs / solutions that work best for their student body to grow the impact of those targeted programs

WHAT CAN I DO?

We urge you to help end college student hunger in Oregon and co-sponsor the bipartisan **Hunger Free Campus Bill**



Learn more at swipehunger.org or contact advocacy@swipehunger.org.



BENEFITS OF FUNDING CAMPUS HUNGER PROGRAMS

A small investment in college students today pays major economic dividends tomorrow. The best way to build a more economically thriving state with self sufficient communities is to enable students to earn their higher education degree. By funding campus hunger programs, more students will have the support they need to graduate and strengthen the state's economic future.

WHY FUND CAMPUS HUNGER PROGRAMS?

Compared with individuals whose highest degree is a high school diploma, **bachelor's degree holders are:**



24%

more likely to be employed



3.5x

less likely to be impoverished



5x

less likely to be imprisoned

An average bachelor's degree recipient contributes

\$381,000 more in taxes

than they use in government services and programs over their lifetime.

Average earnings among graduates are:

\$32,000

higher annually

+

\$1.2 million

higher over a lifetime



of all college students are **fully financially independent from their parents.**

Students who work jobs outside of school:

81% of part time college students

43% of full time college students



more than **1 in 5** undergraduate college students **are a parent.**

**INVEST IN OREGON'S ECONOMIC FUTURE,
SUPPORT HB 3089.**



OREGON
STUDENT
ASSOCIATION



Partners for a
Hunger-Free Oregon
Ending hunger before it begins

Statewide Textbook Affordability Program Funding Increase

Our statewide program promotes textbook affordability for community college and university students, and facilitates widespread adoption of **open, low-cost, high-quality** materials.

Open Oregon Educational Resources has a demonstrated track record of leveraging state resources to **save money for students** in alignment with HECC's affordability and equity goals.

- Since 2015, no-cost/low-cost materials created with grants from Open Oregon Educational Resources saved students **\$17 million**, over \$8 in student savings per program dollar spent.
- The average materials cost for the community college Associate of Arts Oregon Transfer (AAOT) degree in 2021 is **47% lower** than when the program began in 2015.
- Courses with the no-cost and low-cost designation in the schedule are estimated to have saved over 600,000 students (by headcount) **\$50 million** during the 2019-21 biennium.

Problem: Oregon *under*-invests in textbook affordability

The cost of textbooks is a small dollar amount compared to the total cost of attendance. Yet research shows that seemingly small, unpredictable expenses can create a financial emergency that limits student success and increases student debt. A recent survey of OSU students found:

- 61% of the respondents do not purchase their textbooks because of high costs
- 44.5% took fewer classes, 18% have dropped, and 14% withdrew from a course
- Historically underserved BIPOC students reported a greater impact of high costs.

Solution: **HB 3121** Increases program funding to \$5,200,000

Compared with other ways to spend public funds to lower the cost of attendance, support for affordable course materials is effective and high impact. Spending on textbook affordability has a multiplier effect such that **each \$1 in state funding spent can save students from \$3-\$30**, year after year. Financial aid rarely stretches to cover course materials, so funding for affordable textbooks is an essential component of a comprehensive statewide affordability strategy.

Enthusiastically endorsed by:

- Oregon Student Association
- Oregon Library Association
- Joint Task Force On Student Success for Underrepresented Students in Higher Education Affordability Workgroup

Contact: Amy Hofer, Statewide Open Education Program Director, Open Oregon Educational Resources (hofer@linnbenton.edu).





Associated Students of Western Oregon University (ASWOU) Office

I am Hunter Hall, the elected Student Body President for the 2023-2024 academic year, and I also serve as the current Student Body Vice President at Western Oregon University. The purpose of this letter is to convey how the recently proposed House Bill 3089 can benefit the entire student body at Western Oregon University (WOU).

Our university places great emphasis on promoting sustainability, particularly by adopting measures like campus-wide composting. However, many of our students face the daily challenge of food insecurity, and the on-campus food pantry is a vital resource for them. Prior to the outbreak of COVID-19 in 2020, students could utilize our community garden space on campus to grow food and donate it to those in need. The herbs and spices grown in the garden were also used in our campus dining meals.

Unfortunately, since the pandemic outbreak in 2020, the upkeep and maintenance of our community garden have become a challenging financial burden, causing many students to stop utilizing the space. As a result, the amount of food donations to our pantry has significantly reduced. To address this issue, we have initiated efforts to renovate and relocate the community garden to support our campus-wide composting initiative. However, funding and maintenance pose significant challenges to this endeavor.

This is where House Bill 3089 can be of immense value to our campus community. By providing essential funding to support our campus-wide composting program, the proposed legislation will significantly reduce the carbon footprint of our campus and facilitate compost creation from food waste. We can use this compost to grow crops and donate to the food pantry, thereby addressing food insecurity issues for many of our students.

Thank you for taking the time to read this letter, and we sincerely hope that we can count on your support for House Bill 3089 to help make our campus a more sustainable and equitable place for all students.

Sincerely,

Hunter Alan Hall (He/Him/His)
Western Oregon University

For the record, my name is DeeAnte Carter. I am the lead coordinator for the Rainy-Day Food Pantry at Lane Community College, which is a partner agency of Food for Lane County (FFLC). I am writing because I stand in support of HB 3089.

In my three years of being in this position, I have watched the residual effects the pandemic has had on our campus. In our present-day crisis of food insecurities, inflation, and societal chaos, I have watched students needing more public resources than ever before.

I appreciate the people are starting to acknowledge what food insecurity is, and find a remedy or way to counter this on our campuses. I am proud to help serve those who are fighting to meet their basic needs. I have watched how the food we provide students has allowed them to do more meal prepping, cooking of their own food, and has in turn made them more food conscious and healthy. Some have even began volunteering to help the very organizations that supported them at a time when they needed it.

The problem is, many of these public entities, organizations, partner agencies, and nonprofits are starting to close or shut down more frequently. Understaffing has been a constant for organizations and programs like ours for decades. Funding has too also been an ongoing issue. Our institution is in support of keeping and providing a pantry to our students to help students be successful academically and physically. That said, the college just doesn't have the resources to help support us when they can barely keep the doors open to the college itself.

I have watched our resource change students' lives and it has definitely changed mine. Knowing Students deserve to focus on more important things in their lives, like their academics.

I am in support of HB 3089, so that we can eliminate the problems with support, staffing, and funding. With this bill, public agencies and partner agencies can really address and make an impactful difference in our communities.

We are all in this together, and it takes a village. Please support HB 3089.

For the record, I am Keegan Sanchez. While I work for Rep. Levy, I am testifying as a private citizen in support of HB 3089: The Hunger Free Campuses Bill.

This bill is one near and dear my heart and the next iteration of work that I started back in 2020, where I established a meal swipe donation program on Eastern Oregon University's campus.

Food insecurity is something that I am unfortunately experienced personally and seen amongst my peers both in now in law school and in my undergrad.

Student hunger is a massive limiting factor for students here in Oregon and across the nation. I have seen too many of my friends have to hard decision choosing between housing, food and staying in school. It is the sad reality that school is never the option that wins.

As a student I helped lobby for the benefit navigator bill in the 2021 session. I again come to the legislature urge the passing of HB 3089 as the next progression in Oregon's fight against student hunger.

Oregon would not be alone in this fight; we would be joining our sister states across the United States in passing similar bills.

HB 3089 was designed in way to empower the benefit navigators on our campus. There work is unfortunately restricted by resources the available to them on each of their campuses. The grant and designation work together to give our universities and community colleges a standard to strive for in the fight against hunger and the resources to do so.

As a person who witnesses student hunger everyday as I walk across campus that you renew your commitment to fight hunger in our institution of higher learning that you made in 2021 and vote yes on HB 3089. Thank you for giving me the opportunity to testify on this unfortunate issue.

Support for HB 3121

May 4, 2023

I am Kimberly Puttman, an adjunct instructor of sociology and ESOL at the small but mighty Oregon Coast Community College. I am also the discipline lead for Sociology, and author of Social Problems: Inequality and Interdependence. I was recently awarded the OER Champion Award from Open Oregon, celebrating the work of the team in using OER to improve student learning. I provide this testimony in support of the Statewide Textbook Affordability Program Funding Increase.

It's good for students!

I'm sure that others have spoken eloquently about how OER resources save students money and therefore support them in staying in school. This evidence is clear and compelling.

Saving money is only a part of the picture. Our open courses and textbooks are already leading to better educational outcomes for students. Based on our initial pilots of the work, survey results show that 84% of students in the pilot courses self-report improvement in affective outcomes, including increased motivation, increased interest in content, increased engagement, and increased academic confidence.¹ OER works because our students succeed.

It's good for faculty and colleges!

As a part time instructor in a small, rural community college, I am challenged to braid a stable income that will support my family, provide health care, and support my retirement. I am not alone in this. We estimate that there are more than 2500 part time community college teachers in Oregon. From union estimates, the median income for part time faculty is around \$24,000/year.² Eighty percent of Oregon's college instructors are not in tenure track positions,

¹ Dario, Phoebe, dir. 2023. Supporting Cross-Institutional Criminal Justice OER Teams in Oregon. Open Oregon Educational Resources. <https://www.youtube.com/watch?v=FHEIWvExYpE>.

² Goulard, Frank. 2023. Estimates of number of Oregon Community College adjuncts median income, personal correspondence. Frank Goulard is the Union President of PCCFAP, a union of Portland Community College

For the record, my name is Elizabeth Braatz, I am a student at Portland State University, and was one of the student members on the Joint Task Force on Student Success for Underrepresented Students in Higher Education. I am writing today in support of HB 3121, which will help make critical investments in Open Oregon Educational Resources, Oregon's statewide textbook affordability program.

I graduated from Western Oregon University in 2022 with a Bachelor of Science in Criminal Justice. I am currently at Portland State University, where I will be receiving my Master of Public Policy in 2024. I have had the opportunity to work alongside, nationally, some of the most dedicated staff and faculty within higher education and open education.

The purpose and mission of open education and developmental networks of OER, is to not only improve open education, but promote open education as a system that is devoted to increasing student success in postsecondary institutions. An emphasis and centralized principle of open education is reaching underserved student populations who face multiple barriers and disparities that inhibit their ability to be successful students.

Open education is presenting a timely and imperative opportunity to ensure we are setting up future generations for success, prosperity, and self-agency. As a student, I have witnessed students from both WOU and PSU struggle to find a way to pay for their textbooks, among other basic necessities. Many of my friends and peers often do not even purchase or rent textbooks because they would rather save that money for rent, car insurance, groceries, clothing, and many other things. Textbook affordability, and the unaffordability of post-secondary institutions in general, is an issue that is not just applicable to Oregon colleges and universities, this is an epidemic that is plaguing this nation. Unaffordability is one component of this epidemic, but the inaction from administrations to address this reality, is unconscionable.

OER not only provides a sustainable and effective solution, but students deserve an education space where they are valued, heard, and seen for who they are, and who they want to be.

Thank you for your time and consideration. I hope that students can count on your support of HB 3121.

My name is Avan Ahmad, and I am a student at Portland Community College. Beyond being just a student, I am an ASPCC Senator, the club leader for the First-Generation Immigrant Refugee Students, and advocate for the Accessible Ed & Disability Resources.

Today, I am writing in support of House Bill 3121.

I moved to the United States on December 4, 2000. As a Muslim Kurdish/Iraqi in America, I started high school at the worst possible time in September of 2001. From being a refugee growing up in three different wars to the discrimination I faced in high school once I got to America, I have been through so much. When I decided to go to PCC, I was hoping for a new start. I originally came to college to gain knowledge and resources to help refugees and immigrants like me to provide a safe place and a healthier way to help parents and kids understand and integrate in a different country.

When I started college classes, I struggled because classes were expensive, and books were costly. On top of that, I struggled due to the material that wasn't second language friendly, and many books came with codes that were difficult to navigate. I ended up having to leave college and put my dreams on hold. In 2022, I decided to go back to school and reenroll at PCC. This time, I felt I was more prepared, and I hadn't realized I was suffering from ADHD. As an ADHD person, it's difficult to retain attention or understand the challenging material.

Since returning, I believe OER has made a huge difference not just for myself, but people with disabilities and people that speak different languages like me. OER allows professors and faculty to write in a way for all of us to understand and be confident in the material, rather than struggle and give up. The price of books is ridiculous because we are already paying a lot in just tuition. I have seen and heard how it's been so helpful when the books are either free or low-cost because the book costs about \$10-\$15, which is a huge difference from \$49 to \$150.

With OER, my classmates and I have talked about how grateful we are for it to be available online and being able to only have the material that we need, rather than the extra material that adds confusion and aren't even assigned. I have heard many stories of people who don't want to come back to college because the books are so expensive. No student should have to choose between a textbook and feeding themselves, paying a utility bill, or paying their gas. Even students who receive full financial aid, the financial aid does not cover the full cost of their tuition, let alone their textbooks costs. We need to do more to support textbook affordability and OER.

I will move on to PSU eventually, and I understand the books are even more expensive there. I am concerned about the debt I will accumulate. A friend who is a student there said there they had to re-think taking a class because the textbook cost \$150. We all want to be successful, but we can't continuously worry about the price of books. We all want to succeed and have the same opportunity. We want to make our parents proud and ourselves proud. I'm sure you all understand that very well. That's why I'm here standing in front of all of you, asking you, please consider us as students and our future to be able to reach our goals and help get the education to give back to our communities and help to empower not just students but our parents and next generations of students. There should be more open-source books that people have access to because it helps support students with fewer resources.

Thank you for your time and hearing my story. I hope that I can count on your support of House Bill 3121 and Oregon Open Educational Resources.

My name is Kristin Whitman and I'm the director of the Oregon Tech Portland-Metro library. I hope you'll consider a necessary investment to promote college affordability: supporting the Open Educational Resources funding increase and assigning HB 3121 to the Ed subcommittee.

Students across the state are struggling to meet their basic needs, and many face food insecurity. The Oregon Opportunity grant does not cover the cost of textbooks, leading many students to go without purchasing them (and struggling in their courses as a result).

One solution is encouraging Oregon instructors to adopt free openly licensed textbooks (also called "open educational resources," or OER). Research shows that using free open materials can improve student performance, especially for financially vulnerable students, improving retention and equity in our universities.

Since 2015, the state has promoted the use of OER through the Open Oregon Educational Resources program. Open Oregon grants transform courses to use open materials. To date, this program has produced impressive results statewide:

- Compared to 2015, the cost of course materials for two-year transfer degrees in Oregon has dropped 47%.
- Gen Ed textbook costs have dropped 18%, and if our university students take Gen Ed courses at the lowest possible cost pathway, their materials costs have fallen by 82%.

The savings to our students is impressive, however, the benefits of Open Oregon go beyond cost alone. As a librarian who works closely with Open Oregon, I have also seen benefits for the faculty members I serve. Not only does the program provide grants for OER adoption and

My name is Bailee Crandley, and I am writing in support of SB 572, which would create a legislative task force that would investigate whether statutory changes, institutional policy changes or financial investments would improve the experience and outcomes of disabled students.

I was a student at Portland State University from Fall of 2019 to Winter of 2023. I have Type 1 Diabetes which is a life-threatening chronic illness that stops your body from being able to produce insulin and control blood sugar. Since my body can't control my blood sugar for me, I have to control it manually using a variety of technology, synthetic insulin, and glucose tablets. Anytime my blood sugar goes low, which is usually about once a day, it is considered a life-threatening emergency and I must halt whatever I am doing and tend to it.

In Fall of 2021, I took CS 333 with Professor Mark Morrissey. He had so many inaccessible classroom policies that I had to go to the Disability Resource Center (DRC) and get more accommodations in order to safely attend his class. For example, if my blood sugar is repeatedly going low, I have to stay home in order to keep myself safe. However, he required attendance, so I had to get "Flexible Attendance" added to my list of accommodations. Another accommodation that I have is "Breaks as needed during exams". For online exams, I was entitled to 1.5X the normal allotted time to account for breaks. As we approached the midterm, I reminded Professor Morrissey about my accommodation and confirmed that it would be provided. On the morning of the midterm, I saw that my time had not been adjusted so I reminded him again. He responded that he wasn't going to give me any extra time because my accommodations didn't say "Extra time on exams". I sent him the page provided by the DRC that explains that "Breaks as needed during exams" means extra time on online exams. He still refused. At this point, I included the DRC in our email chain and they confirmed that I was entitled to extra time on online exams. After two hours of emailing back and forth, I was finally awarded the accommodation I was entitled to.

It is exhausting to constantly battle for accommodations. My accommodations are not a preference or a bonus; they are a matter of my physical safety. The time I spend fighting for my life in the classroom takes away from the time that I could be studying, learning, and growing as a student. If teachers are going to control students with classroom policies, they need to be educated on how those classroom policies affect their disabled students. This task force is necessary to reveal these deficits.

Thank you for your time, and we hope that students can count on your support of SB 572.

My name is Alix Karkanen, I am a student at Western Oregon University. I am writing in support of SB 572, which would create a legislative task force that would investigate whether statutory changes, institutional policy changes or financial investments would improve the experience and outcomes of students with disabilities.

I have been lucky as my major currently consists of two full-time and one part-time professor, all three of which study psychology, gerontology, and palliative care. These professors have always been accommodating - because they have worked with populations that are disabled before.

But, I have had many non-gerontology & psychology professors that have been less than understanding. I have two rare conditions: Ehlers Danlos and Idiopathic Intracranial Hypertension. 99% of the people I meet day to day, and at WOU, do not know what those conditions are or what they entail. When I explain to professors or staff that I might need to do something differently, that I may have to stay home from class (due to chronic pain, migraines, vomiting, or doctor's appointments with specialists), professors get upset. Even with documentation from doctors, physical and occupational therapists, psychiatrists, and literally having a service dog at my side, professors and classmates don't seem to think I'm disabled because they can't see it with their eyes.

As I said, I have had it easy because the professors I work with mostly are so wonderful. But my disabled siblings are struggling. Classrooms, buildings, and dorms are not accessible for most mobility aid users. Videos are not always captioned. Lighting in classrooms is brutal for people like me with migraines and who are autistic. So many tiny things that able-bodied people take for granted, need to be fixed so disabled students can at least have a level playing field in some regards.

We need a group of people, disabled people, to represent us and help us get the support we need. This bill will help start those conversations.

Thank you for your time, and we hope that students can count on your support of SB 572.

My name is Reid Ellingson and I am writing in support of SB 572, which would create a legislative task force that would investigate whether statutory changes, institutional policy changes or financial investments would improve the experiences and outcomes of disabled students.

As a graduate of the University of Oregon and Lane Community College, I can tell you first hand experience that Oregon's higher education system is fraught with a lack of accessibility. I have dyscalculia and ADHD. At the time it caused me to fail half of the math classes I took while I was in college. I would have panic attacks prior to the start of class, and I would cry during tests. Ultimately, I had to change my degree to a Bachelor's of Arts to hope to graduate and avoid paying for more classes that I would more than likely fail. My experience would have been radically different had I been able to acquire accommodations that are usually afforded to students with these conditions.

To be able access and utilize accommodations through an institution's Accessibility Office you need to provide documentation of a diagnosis, which isn't unreasonable. The glaring issue is being able to find a medical provider to perform that testing and have the financial stability to afford it. Testing is extraordinarily expensive, and most people are unaware of the many students like me who struggled unnecessarily because we're unable to afford it. Without testing that means no diagnosis, and no accommodations. Students should not be priced out of accommodations or an accessible education.

This is just one of many of the obstacles that disabled students face, and we need this taskforce to be able to shine a light on all of them and fix them.

Thank you, and I hope that students can count on you to support SB 572.