

Tab 1



PEP PROGRAM
Providing Educational Possibilities

PEP Program Post Secondary Handbook

I. Introduction

A. Letter from the Executive Director

Dear Post-Secondary Students,

Welcome to a new academic year with the PEP Program! I'm honored to serve as Executive Director and continue leading our collective effort to expand access to post-secondary education and provide students with the tools and resources they need to succeed in higher education and beyond.

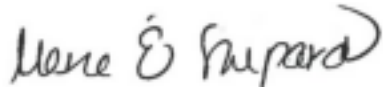
This Participation Handbook is designed to help you understand PEP policies. Inside, you'll find key information about our academic and social-emotional support services, financial assistance and scholarships, and program expectations. I encourage you to review the handbook carefully and refer back to it as needed.

Since our founding in 1996, PEP has grown into a vibrant and supportive community—one that not only helps students access higher education but also

provides ongoing support as you pursue your academic and professional goals. It is truly a privilege to partner with you on this journey.

Thank you for being part of the PEP community. I look forward to another year of growth, learning, and accomplishment together.

Warm regards,

A handwritten signature in black ink that reads "Maria E. Shepard". The signature is written in a cursive, flowing style.

Maria E. Shepard
Executive Director

B. Board of Trustees

Patrick Welsh, Sponsor Trustee
Carol Welsh, Sponsor Trustee
Teri Suzuki, President
Karen Cotter
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Lara Drewes
Michael Ma
Judith McCarthy
Christopher Moon
Tonya Ramsay
Nadine Ray
Martha Sayre
Laurie Shen Tham
Maurice Torres
Victoria DeMuth, Emeritus Trustee

C. Staff

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II. Core Values

A. Mission Statement

The PEP Program increases opportunity for a select group of motivated Summit Public School students with demonstrated financial need. We provide comprehensive academic, social, and emotional support, ensuring that participants accomplish a post-secondary education and become productive adults.

B. Vision

The PEP Program seeks to assure every student a genuine opportunity to realize their full potential and to become a proud and productive citizen. PEP's promise of financial assistance towards obtaining a degree, professional certification, or licensing is a means to that end - not the end in itself.

C. Guiding Principles

The PEP Program has firm beliefs about the importance of education and the significance of family, school, and peer support. The program is therefore based on the following guiding principles:

- PEP believes that every student deserves the opportunity to fulfill their potential.

- PEP believes that no student should be denied educational opportunities because of financial resources.
- PEP believes that students can develop character through high expectations, role models, and service to the community.
- PEP believes that every student deserves a positive, nurturing, and structured support system.
- PEP believes that with support, students can and should set high goals and strive for excellence in their personal and academic lives.
- PEP believes that personal values, such as pride, respect, responsibility, integrity, determination, discipline, and excellence, motivate students to stay in school and inspire hopes for fulfilling careers.
- PEP also believes strongly in the value of each student helping other students in the program and contributing to the community at large. These values are fostered by PEP's concept of building a long-term relationship with each student, beginning at an early age.

III. Post-Secondary Program

A. Post-Secondary Program Overview

The PEP Program's Post-Secondary Support is designed to ensure that eligible students not only access higher education but also thrive once they arrive on campus. Our goal is to increase student participation in post-secondary studies, support higher graduation rates, and open doors to meaningful career opportunities.

PEP is committed to walking alongside each student as they transition from high school to college and beyond. Support begins as soon as a student finalizes their college decision and continues throughout their post-secondary journey. During this transition, PEP staff work closely with students and families to:

- **By May 1** – Confirm final college decision with PEP.

- **By June 30** – Meet with student and parent to discuss the transition to college, evolving roles, and expectations.
- **By August 1** – Complete required enrollment steps, such as submitting transcripts, health records, placement testing, and orientation registration.
- **Over the summer** – Assist with financial aid verification, tuition planning, bill coordination, dorm preparation, orientation, and other key enrollment requirements.

Once enrolled, PEP provides ongoing support through:

- Regular communication (bi-weekly emails, texts, calls, or virtual check-ins)
- Collaboration with colleges on billing and academic needs
- Campus visits throughout the year
- Skill-building workshops and one-on-one meetings during school breaks
- Assignment of an Academic Coach for all first-year students

PEP's approach is personalized and hands-on. The type and level of support may vary depending on a student's academic standing, educational goals, and emotional needs. As students grow and adapt to their new environment, PEP staff adjust the support provided to ensure each student is set up for long-term success.

B. Post-Secondary Program Team Support and Collaboration

The PEP Program is committed to supporting students throughout their post-secondary journey by providing a dedicated team of staff who work together to help each student succeed in school, in life, and beyond. Our Post-Secondary Team provides personalized guidance, advocacy, and encouragement to ensure students have the tools and resources they need to thrive.

Each member of the team plays a unique role in supporting students:

- **Director of Post-Secondary Programs**
Serves as the primary point of contact for post-secondary students, offering academic advising, financial aid and billing support, coordination of PEP payments, supply and book assistance, progress tracking, and direct communication with colleges, parents/guardians, and other members of the

PEP support team.

- Behavioral Coordinator
Provides individualized support to students in areas of social and emotional skill development, encouraging healthy habits, and addressing student concerns that may impact academic or personal success.
- College Coach
Works closely with students, particularly first-year students, to provide regular check-ins, guidance on learning strategies, and support in developing executive functioning skills such as self-advocacy, accountability, self-care, and academic routines. The coach also helps students identify and overcome barriers, while encouraging them to plan for the long term for their major and career goals.

Together, this team forms a network of care and accountability designed to strengthen each student's success. Because collaboration and communication are vital to effective support, students and families are asked to review and sign the [Post-Secondary Team Collaboration Release](#), allowing staff to coordinate with one another and with key campus resources as needed.

IV. Post-Secondary Program Policies

A. PEP Financial Assistance (PFA) Policy

Terms of Assistance

All PEP graduates in good standing are eligible to receive up to \$40,000 towards their post-secondary education at the rate of up to \$8,000 per academic year. PEP funding is available for up to five years after high school graduation. Students who graduate within four years are eligible for education-related loan reimbursement of up to \$8,000 (not to exceed the total PFA of \$40,000). PFA eligibility beyond the 5th year requires approval by the Post Secondary Committee.

PEP students who graduate high school with a cumulative GPA of 3.6 or above may receive an additional one-time \$2,500 PFA. If these additional PFA funds are

not fully exhausted during the first year of post-secondary enrollment, the remaining funds can be applied towards subsequent years.

PFA is available solely to bridge the gap between the cost of post-secondary tuition and expenses and the financial aid received. PFA is applied after all other sources of financial aid have been explored and exhausted. These other sources of aid include, but are not limited to, grants and scholarships from educational institutions, government, and private sources.

The parent/guardian and student are responsible for keeping the appropriate PEP staff person fully informed throughout the post-secondary application and decision process. PEP will work closely with the family to help them identify the most suitable placement for their child.

PFA Requirements

The PEP Staff will review students' academic progress on an annual basis to determine eligibility.

To qualify for initial PFA of up to \$8,000 for the year, a PEP student must:

- Meet with the Director of Post-Secondary Programs and the Executive Director to discuss college cost estimates and financial planning before making enrollment decisions. A parent or guardian must attend this meeting.
- Complete the Free Application for Federal Student Aid (FAFSA).
- Apply for a minimum of 5 local Summit High School scholarships during the senior year of high school.
- Graduate from Summit High School in good standing with the PEP Program (see [Participation Status Policy](#)).
- Enroll at least part-time in a post-secondary program no later than one academic year after high school graduation unless returning from approved "Inactive" status as described below.
- Sign and adhere to the annual [PEP Financial Assistance Agreement](#).

To qualify for four subsequent PFA renewals of up to \$8,000 per year, a PEP student must:

- Complete the Free Application for Federal Student Aid (FAFSA) annually.
- Maintain a minimum cumulative post-secondary GPA of 2.0.
- Obtain a minimum of 24 full-time/12 part-time credits each academic year (through summer sessions) or their institution's status equivalent.

- Sign and adhere to the annual [PEP Financial Assistance Agreement](#) annually.

PFA is reviewed and renewed annually based on student compliance with its requirements. For students who do not meet the requirements outlined above, PFA funding may be reduced or suspended. Funds can be renewed by completing the PFA requirements for an academic year subsequent to funding loss.

Eligible Expenses

PFA may be used toward tuition and expenses at any licensed or accredited institution. Funds are available to pay for the following primary expenses:

- Tuition and Fees
- On-Campus Room and Board
- Off-Campus Rent and Utilities up to the cost of standard on-campus housing (See the PEP Program [Off-Campus Housing Guidelines](#) for requirements)
- Books and School Supplies
- One Laptop Computer (up to \$1600 including tax)

At the discretion of the PEP staff, after all primary expenses have been met, remaining funds may be allocated toward specific secondary expenses such as:

- Dorm Supplies up to \$250 yearly
- Clothing and personal supplies up to \$500 yearly
- Transportation equaling 2 round-trips from home to school, utilizing the most cost-effective means of travel as determined by PEP staff.

Disbursement

Funds are distributed on a semester basis and will be paid directly to the institution or vendors. If direct payments cannot be made, PEP will reimburse families for pre-approved expenses. Payout is based on enrollment status each semester (part-time vs. full-time).

Payments are disbursed only after all requirements outlined in the Financial Assistance Agreement have been met.

Tuition Refunds

Students who receive PFA and get tuition refunds from their post-secondary institutions must inform PEP immediately. All refunded money from

post-secondary institutions (up to the amount of the PFA amount provided) must be returned to PEP within 30 days of receipt.

Inactive Students

Students who do not enroll in a degree or certificate program upon graduating from high school are considered Inactive. PFA eligibility will be permanently forfeited if these students remain inactive after 12 months post-high school graduation.

The PFA eligibility requirement to "Enroll at least part-time in a post-secondary program no later than one academic year after high school graduation" is waived for Inactive students who participate in full-time endeavors approved by the Post-Secondary Committee (e.g., military service). These students are eligible for PFA funding if approved by the Post-Secondary Committee, for up to five years after their high school graduation.

Withdrawn Students

Students who withdraw from their post-secondary institution and do not meet the PFA renewal requirements will be considered for future PFA eligibility on a case-by-case basis as recommended by the Post-Secondary Committee. Students who meet all PFA renewal requirements but do not return to school in the upcoming school year will forfeit all remaining PFA eligibility unless they re-enroll within 2 years.

Dismissed Students

Students who do not adhere to the PEP Financial Assistance Agreement will be dismissed from the program and are no longer eligible for PFA or any other post-secondary support. Determination of status will be made by the Post-Secondary Committee.

*****The Executive Director has the authority to use their discretion to address any situation not explicitly outlined in this policy. Exceptions will be reported to the Board of Trustees.*****

B. Conduct Policy

Student behavior always reflects on the PEP Program, whether in the PEP House, at school, in the community, on a college campus, or at any PEP-related event, whether in-person or virtual. Conduct that harms the program's reputation or is inconsistent with its mission, values, guiding principles, and policies may result in dismissal, suspension, and/or loss of PFA funding.

While at PEP or at any PEP-related activity, students are expected to adhere to the following policies:

Technology Use and Misuse

If a post-secondary student uses a PEP laptop or other borrowed device in an unacceptable manner—such as tampering with the hardware or software, or accessing content that is inappropriate (including obscene, vulgar, sexually explicit, or discriminatory material)—the device may be collected immediately. Continued or repeated misuse may result in restrictions on future borrowing of PEP technology. Students are expected to use PEP devices responsibly and for academic or program-related purposes only.

Academic Integrity

PEP students are expected to be honest and complete their own academic work. Cheating of any kind—such as copying assignments, using unauthorized materials on tests, or plagiarizing from online or published sources—is not acceptable.

Behavior and Conduct

Students are expected to cooperate with and show respect toward PEP staff, outside speakers, and volunteers at all times. As members of the post-secondary program, students are expected to engage with PEP adults professionally and comply with program guidelines.

Violence, Weapons, and Property Damage

Violent behavior or speech, whether directed at an individual or expressed toward PEP or personal property, will not be tolerated under any circumstances.

The use, possession, or exchange of any weapon while at the PEP House or at any PEP-related event is strictly prohibited. A “weapon” includes, but is not limited to, firearms, knives, chains, airsoft/paintball guns, box cutters, explosive devices, imitation firearms, dangerous instruments intended to cause harm, or components that can be readily assembled into a weapon.

Students are also expected to respect PEP facilities and the property of others.

Harassment, Intimidation, and Bullying

Harassment, intimidation, and bullying are prohibited by law and will not be tolerated in any PEP setting. Students must treat all members of the PEP community with dignity and respect. No student shall be discriminated against, harassed, or bullied based on race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, mental, physical, or sensory disability, or any other distinguishing characteristic.

Any student who experiences or witnesses harassment, intimidation, or bullying at PEP or during a PEP-related event is strongly encouraged to report the incident to the Executive Director. Reports will be addressed promptly and with confidentiality to the extent possible.

Sexual Harassment

Sexual harassment is against the law and will not be tolerated in PEP. All members of the PEP community—students, staff, tutors, and volunteers—are entitled to an environment free from intimidation, hostility, and discrimination.

Sexual harassment includes, but is not limited to: unwelcome sexual advances or suggestions; requests for sexual favors; wearing clothing with sexually offensive or demeaning messages; and verbal, written, or physical conduct of a sexual nature when such behavior has the purpose or effect of creating an intimidating, hostile, or offensive learning environment.

Any student who experiences or witnesses sexual harassment in the PEP House or at a PEP-related event is strongly encouraged to report the incident to the Executive Director. Reports will be addressed promptly and confidentially to the extent possible.

Substance Use and Possession

The use, possession, distribution, or being under the influence of alcoholic beverages, controlled substances, anabolic steroids, e-cigarettes, or improperly used prescription or over-the-counter medications is strictly prohibited while at the PEP House or during any PEP-related event. Possession of drug paraphernalia is also prohibited.

C. Participation Status Policy

While participating in the PEP Program, students must maintain good standing within the program. To do this, students must adhere to all of the policies and expectations and fulfill all requirements of the PEP Program. Failure to do so may result in the temporary loss of a student's good standing status. Students who are not in good standing may be subject to dismissal from the PEP program. Students are considered in good standing with the PEP Program unless otherwise communicated.

D. Disciplinary Policy

The PEP Program holds each student accountable to the policies and expectations outlined. Every effort will be made to encourage and support positive behavior so that PEP remains a safe, respectful, and productive environment where students can achieve their fullest potential.

The primary purpose of any disciplinary consequence is to create a constructive learning experience, foster responsibility for one's actions, and prevent future behaviors from escalating in severity. Consequences will be proportional to the nature and seriousness of the behavior.

Disciplinary consequences may include, but are not limited to:

- Verbal or written warning
- Formal meeting with the Executive Director
- Loss of privileges (including technology use, event participation, or funding eligibility)
- Loss of funding
- Suspension from PEP activities

- Dismissal from the PEP Program

Disciplinary actions at PEP do not appear on a student's official college or university record. However, severe or repeated violations may affect good standing in PEP and jeopardize PFA funding.

*****A student may be dismissed at any time during the school year or summer, at the discretion of the Executive Director, following a thorough review of the situation. Grounds for dismissal include unacceptable behavior, poor academic performance, or failure to comply with the policies and expectations outlined in the Post-Secondary Participation Handbook.*****

V. Post-Secondary Scholarships

A.

B. The PEP Program Scholars with The Summit Foundation

The PEP Scholars Scholarship provides financial support to college students who have demonstrated need and remain in good standing with the PEP program. Awards are designed to help cover the cost of tuition, fees, housing, and other university charges after grants and scholarships have been applied. All scholarship payments are made directly to a student's college or university.

Eligibility

- Students must be currently enrolled in college and PFA-eligible during the most recent academic year.
- Students must demonstrate financial need as shown by a university bill.

Awards are typically made in junior (Y3) and senior (Y4) years, with priority given to these students. The amount of each award may vary from semester to semester and from student to student, depending on available funds and level of financial need as determined by PEP Staff. Receiving a scholarship in one semester does not guarantee funding in future semesters. Students who receive a scholarship are required to write a thank-you card to a donor.

VI. Post-Secondary Agreements and Releases

A. PEP Program Financial Assistance (PFA) Agreement

I, _____ (student name), accept the PEP Financial Assistance (PFA) for the 20__ - 20 __ academic year. I understand that my award is based on the parameters outlined in the PEP Financial Assistance Policy. I also understand that receipt of the PFA is contingent upon adhering to the terms outlined in the *Commitment Statement to PEP* and satisfying all of the items in the *PFA Requirement Checklist*.

Commitment Statement to PEP

- 1) I will maintain a good academic and disciplinary standing at the institution where I am enrolled. I will maintain a minimum cumulative post-secondary GPA of 2.0 and obtain a minimum of 24 full-time/12 part-time credits each academic year (through summer sessions) or the equivalent status at my institution.
- 2) I will respond to all communication from PEP Staff within 7 days.
- 3) I will meet all PEP deadlines. If I am not able to meet a deadline, I will contact PEP before the deadline to explain the lateness and the steps I am taking to rectify the situation. PEP will not be responsible for late fees or other penalties resulting from missed deadlines.
- 4) I will complete my institution's FERPA waiver and provide staff with online access, allowing PEP access to all my records, including but not limited to student accounts, academic status, financial aid history, financial records, and disciplinary records.
- 5) I will keep PEP informed of any changes to my home and campus mailing addresses, email addresses, and phone numbers.
- 6) I will inform PEP of any changes in my enrollment status, including withdrawal from classes or transfer, before making the change.
- 7) I will inform PEP of all money refunded to me by my post-secondary institution within 30 days of receipt.
- 8) I permit PEP to discuss my financial, enrollment, grade, and any other relevant information with my parents or legal guardian at any time.
- 9) I permit PEP to use my name, likeness, and/or school history in any of its publications or presentations.
- 10) I will meet with my College Coach weekly, as required by PEP Staff. (See Appendix B.)
- 11) I will meet with PEP's Behavioral Coordinator, as required by PEP Staff.
- 12) I understand that failure to attend the Year-End Celebration will result in the loss of \$2,000 of PFA.

PFA Requirement Checklist

Due By	Action Required	Done (✓)
July 31	PEP Send-off Lunch/Dinner	
September 1	Submit proof of completion of the FERPA waiver and online access allowing PEP access to all my records	
October 1	Meet with the Career Advising Services. <i>See Appendix A for a list of required tasks. Proof of attendance is required.</i>	
November 1	Submit my completed PEP Progress Reports	
November 1	Meet with my Academic Advisor to discuss my spring schedule and graduation requirements. <i>Proof of attendance is required.</i>	
December 1	Submit a copy of your most current Resume.	
January 1	Applicable to Sophomores, Juniors & Seniors: Apply to at least 3 jobs or internships. <i>Proof of submission is required.</i>	
January - TBD	Attend winter recess post-secondary programming.	
January 15	Complete the FAFSA and submit a copy of the Student Aid Report (SAR) to PEP.	
February 15	Meet with the Career Advising Services. <i>See Appendix A for a list of required tasks. Proof of attendance is required.</i>	
April 1	Submit my completed PEP Progress Reports.	
April 1	Meet with my Academic Advisor to discuss my fall schedule and graduation requirements. <i>Proof of attendance is required.</i>	
June 1	Complete the NJ HESAA "To Do List" and submit proof of completion.	
June - TBD	Attend the PEP Year-End Celebration.	
Summer - TBD	Attend summer post-secondary programming.	
August 1	Submit Year in Review Letter to PEP.	

All PFA Requirements MUST be Completed by August 1st.

Terms of Disbursement

PEP distributes money on a semester basis. The fall semester award (up to one-half of the PFA) and the spring semester award (up to one-half of the PFA) will be sent to the institution after completion of the applicable items on the *PFA Requirement Checklist*.

Disclaimer

PEP reserves the right to change or eliminate financial assistance at any time, with or without cause.

PEP reserves the right to change or eliminate the PFA award if the financial condition of the recipient changes or if the financial condition of the recipient is other than what was represented to PEP.

Failure to adhere to any of the requirements outlined above may result in the loss of partial or full financial assistance.

Our signature below indicates that we received a copy of the PEP Financial Assistance Policy and hereby accept the terms of the PEP Financial Assistance Agreement as set forth above.

Student Signature: _____

Date: _____

B. Post Secondary Team Collaboration Release

STATEMENT ON POST-SECONDARY PEP TEAM COLLABORATION

As a postsecondary PEP student, I agree to collaborate with PEP team members and allow them to work together to support my overall postsecondary success and well-being.

During my PEP involvement, I understand the Executive Director, Director of Post-Secondary Programs, Behavioral Coordinator, and assigned Academic Coach will work as a team to support my academic progress, social and emotional growth, and campus connections.

As such, I understand that information and feedback about my academic standing, physical health, mental health profile, and involvement with additional support professionals may be shared as part of the PEP team collaboration process. Collaboration will occur within the context of my ongoing working relationship with each staff member and their respective role.

My signature below attests to my understanding and agreement with the preceding statements.

STUDENT NAME: _____

ADDRESS:

SIGNATURE: _____

DATE: _____

VII. Appendices

A. [Appendix A](#)

To fulfill your Career Advising Services requirement, you must complete the tasks outlined below.

Year 1 - Exploration and Self-Discovery

Goals: Build self-awareness and explore career possibilities.

1. Create a basic résumé that highlights your high school experiences, volunteer work, and recent college involvement. Have a Career Services Counselor review it.
2. Create a Handshake account.
3. Meet with a Career Services Counselor to discuss interests, strengths, values, and potential majors.
4. Take career assessments (e.g., personality, interest inventories like the Strong Interest Inventory or the MBTI) through Career Services.

Year 2 - Skill-Building and Experience

Goals: Develop skills and begin gaining experience.

1. Refine your résumé with college experiences. Have a Career Services Counselor review it.
2. Create a LinkedIn profile with help from a Career Services Counselor.
3. Meet with a Career Services Counselor to determine an internship-seeking strategy in your intended field.
4. Participate in a mock interview or interview workshop through Career Services.

Year 3 - Career Focus and Deepening Experience

Goals: Build targeted experience and clarify career direction.

1. Perfect your résumé and cover letter with professional guidance. Have a Career Services Counselor review them.
2. Update your LinkedIn profile.
3. Meet with a Career Services Counselor to practice advanced interview skills, including behavioral and case interviews if relevant.
4. Attend career fairs with a polished elevator pitch and tailored résumé. Share a copy of your registration and/or materials from the event.

Year 4 (and up) - Job Search and Transition

Goals: Secure a job or graduate school placement and prepare for life after college.

1. Adjust résumé and cover letter for specific jobs and positions. Have a Career Services Counselor review them.
2. Update your LinkedIn profile.
3. Work 1:1 with a Career Services Counselor on job applications, timelines, and negotiation tips.
4. Schedule mock interviews, especially for the industries you're targeting through Career Services.
5. *If available*, attend alumni networking events and connect with recent graduates for valuable insights and referrals.

B. [Appendix B](#)

ACADEMIC COACH SESSION REQUIREMENTS:

1. You must maintain strong attendance. If you must cancel a meeting due to unforeseen circumstances, please provide a cancellation notice before the meeting and follow up to reschedule at an agreed-upon time. You are scheduled to meet weekly for 15 consecutive weeks during the fall semester and biweekly for 8 weeks during the spring semester.

Consequences for missed meetings:

- Two Missed Meetings: Requires a meeting with Ms. Horn & the Academic Coach
- Third Missed Meeting: Requires a meeting with Mrs. Shepard, Ms. Horn, the Academic Coach, and the Parent.
- Fourth+ Missed Meeting: Requires immediate action decided upon on an individual basis.

C. PEP Program Verification Form

D. PEP Program Off-Campus Housing Guidelines

Off-campus housing is considered a primary expense under the PEP Financial Assistance (PFA) Policy. PEP Funding for off-campus housing is based on the students' available PFA. PEP funding will be evenly distributed through the term of the lease and cannot exceed the cost of standard on-campus housing. If seeking PFA funding, the student must submit a Housing Proposal to the PEP Staff.

Funding for off-campus housing is only available to students who are actively enrolled full-time in post-secondary classes.

Off-Campus Housing Eligibility

- Students must be enrolled as full-time students to be eligible for off-campus housing assistance.
- Students must be participating in the Post Secondary Support Program and be in good standing with PEP.
- Students must have completed one academic year of school.
- Students must have a minimum annual GPA of 3.0.
- Students must be in good academic standing at their college.

The Executive Director and Director of Post-Secondary Programs will consider all requests on a case-by-case basis before granting final approval.

Housing Selection

- Before participating in your school's housing selection process, you must submit an off-campus housing proposal. Housing proposal must include the following:
 - Location of Property
 - Reasons for moving off campus
 - Unsigned lease agreement
 - Annual Costs (rent & utilities)
 - Landlord's Federal Tax ID
- The housing proposal must be reviewed and approved by the PEP Staff before signing the lease.

Off-Campus Food Stipend

- Students can select to have an on-campus meal plan or a PEP food stipend of up to \$75 per week (based on available PFA). A stipend will be given to students in good standing with PEP for a total of up to 52 weeks, distributed monthly.