Hopewell Scholarship 2020

Senior Awards Night was able to be scheduled to be an in-person event this year. It was an evening to celebrate the hard work of many as students receive scholarships and awards to help them beyond the education provided by the district. It was a positive and fulfilling evening in a challenging school year due to the pandemic. It was wonderful to see so many students recognized for their hard work. The OEF was represented by Dr. Ray Fischer, OEF Executive Director, as he presented the Hopewell Scholarship to Gabriella Lombardi. Gabriella’s scholarship is funded by two Oxford alumni who wish to remain anonymous. In earning this scholarship, Gabriella will receive $40,000 spread over four years as long as she maintains a 3.0 average in her collegiate studies.

During high school, Gabriella maintained high grades while participating as a competitive cheerleader and having a membership in three national honor societies, the Helping Hands Community Service Club, and Al DuPont Ambassador for Adolescent and Young Adult Cancer program.

The Hopewell Scholarship is one of the largest single scholarships awarded in the district. The application is reviewed by several members of the Oxford Educational Foundation who examine the scholastic successes, extracurricular activities, and essays submitted by all candidates. This committee then recommends five or six seniors to the donors. Once again, the creators of this scholarship have chosen another excellent student.

Gabriella plans to attend the University of Pittsburgh. This academically talented and motivated student has great things ahead of her, aided by this prestigious scholarship! We send her all good wishes.

Virginia Bradbury, 2017 recipient, graduated from Millersville University and is now teaching fourth grade at Eastern Lancaster County SD. Francis Fattori at the University of Pittsburgh, Noah Hewes at Villanova University and Estevan Bedolla-Lara University of Delaware continue to excel at their studies.

Dr. Ray Fischer, OEF Executive Director presenting the Hopewell Scholarship to Gabriella Lombardi

Marion James & Anna Ressler Hess Memorial Scholarship

Katherine Peterson is the recipient of the Marion James and Anna Ressler Hess Memorial Scholarship. Katherine is attending Temple University. Congratulations to Katherine!

Doris & Ellsworth McAllister Memorial Scholarship

The Foundation is pleased to assist in the McAllister family in the Doris and Ellsworth McAllister Memorial Scholarship. It was a point of pride for Doris and Ellsworth McAllister that all eight children were able to continue their education after high school. To honor their memory, the family presents a $500 scholarship. This year’s recipient is Katherine Lilly. Katherine is attending University of Delaware and is majoring in English Education. Congratulations Katherine!

New Board Member

In August, the OEF Board welcomed Beth Baity as a new board member. Beth is a first grade teacher in the Elk Ridge School. Beth has been an avid supporter of the OEF for a number of years. She is well respected by her colleagues and her peers and will be an asset to the OEF Board. Beth replaced Yami Fernandez due to her husband’s job transfer to Atlanta, Georgia. We are grateful for Yami’s service to the Foundation and to the students of the Oxford schools.
**Younger Family Scholarship**

The Oxford Educational Foundation was pleased to assist Elizabeth Mallalieu Younger (Class of 1967) to initiate a scholarship for the 2020-2021 academic year. Following the death of her husband, Alvin Younger (Class of 1967), Mrs. Younger created a scholarship to honor his family’s commitment to higher education. The scholarship was available to any senior with a 2.8 GPA who wished to pursue higher education. Special consideration was given to applicants who were the first in their family to continue their education beyond the high school level. The first student honored with this scholarship was Isabel Hernandez. Isabel will receive $10,000 a year during her collegiate career as she studies for a BSN degree at the University of Pennsylvania. The OEF is proud to help alumni and others create and facilitate scholarships that help Oxford High School students realize their post high school academic dreams. To learn more about how to create a scholarship, please contact Dr. Raymond Fischer, Executive Director of the Foundation.

![2021 Younger Family Scholarship presented to Isabel Hernandez](image1)

**Endowment Update**

During the fiscal year ending on June 30, 2021 the Oxford Educational Foundation’s endowment grew to $783,508. This total reflects an increase of $163,329 owing to donations and market appreciation.

Our funds at Fulton Financial have been in a managed account since June of 2020. The rest of our funds have been under the management of the CCCF (Chester County Community Foundation) since 2017. A portion of the CCCF funds are still managed by BB&T and the rest are held in the Vanguard Life Strategy Fund for Moderate Growth.

The Ways and Means Committee monitors these funds and they have been very pleased with the efforts of all the institutions that are the guardians of the endowment funds. The OEF hopes to meet their $1,000,000 endowment goal by 2026. Reaching this goal will help ensure the long term viability of the Foundation.

On that note - Would you consider a donation to the endowment? Contact Dr. Raymond Fischer or any Board member for details.

![Endowment Update](image2)

**OEF Refreshed Website**

The Oxford Educational Foundation is pleased to announce the launch of its refreshed website.

The External Affairs Committee worked diligently with a local web design company to update and integrate the OEF website with its current social media accounts and its database software. The website is simple to navigate and read. The site is easily accessible for parents who are in need of a tutor or mentor application for their child. The completed application goes directly to our volunteer coordinator, for her immediate attention. Members can track their volunteer hours through the website.

Updated information on professional grants, scholarships, and the Pittenger Grant can be easily accessed. It also offers links for donations, membership, commemorative gifts and volunteer recruitment. We are frequently updating with pictures and new content.

Take a look by going on [www.oxfordeducationalfoundation.org](http://www.oxfordeducationalfoundation.org)

We would be happy for your comments and/or suggestions.

![OEF Refreshed Website](image3)
The Early College Academy beginning its eighth year is co-located at Cecil College and Oxford Area High School. Successful students will complete both a high school diploma and the college’s Associate’s Degree. The credits earned through transfer agreements can be transferred to a number of 4-year education institutions in Maryland, Pennsylvania and Delaware. Associate Degrees include STEM and Business. Within these tracks students study in specific areas that include: Simulation Design and Gaming; Mechanical Engineering; Government Contracting; Cyber Security and Business Administration. Approximately 125 students are enrolled in the Academy and the fourth cohort class of 22 students graduated from Cecil College with their Associate’s Degree this past May 2021.

Project REEL (Research Experiences to Enhance Learning) was established at the high school twelve years ago by science teacher Brian Urig in partnership with his alma mater, Ohio State University. Ohio State designed Project REEL as a way to transition entry-level college chemistry classes into more research-based courses.

Through Project REEL, Mr. Urig has incorporated a research module approach into the Advanced Placement chemistry curriculum that is similar to what students experience in Ohio State’s freshman chemistry classes. Mr. Urig states that the goal of Project REEL is to increase retention in science by exposing students to actual research techniques and procedures. “It represents a real change from the ‘cookbook’ chemistry many of us experienced in high school and college courses.”

EITC Funds will be held in reserve to support future trips to Ohio State. Continued utilization of their high tech equipment on pigment research is a learning experience for the students. In addition, upgrades and maintenance of the UV-Spectrophotometer software and hardware were purchased. As we begin the 2021-22 school year there will be a need to restock the reagents consumed yearly in the pigment synthesis.

As the lead institution for Project REEL, Ohio State University continues to give the students an excellent taste of higher level laboratory research and at the same time extend them academically. They utilize state of the art equipment and software traditionally not found in high school chemistry labs. Overall, the students obtain an appreciation for the scientific and ethical nature of research and gain an increased interest in science and technology.

The Chesapeake Bay Program is a 3-day Coastal Ecology experience at the Chesapeake Bay Field Station located on Wallop’s Island, Virginia. It is the signature program for school students. Unfortunately it was on hold last year. The experience includes an oceanography research cruise, and research on intertidal beaches, sand dunes, salt marshes, and maritime forests. Evening programs include an oceanographic equipment overview and micro and macro-organism laboratories.

EITC funds assist in covering student fees for room and board, administration charges, all instruction, research cruise, and use of all pre-college station facilities during the program.

The staff at the Marine Science Consortium shares their enthusiasm, knowledge and love for science with students from diverse backgrounds. The program staff are trained and experienced in the marine and environmental sciences. All possess at least a Bachelor’s degree in the natural sciences, and many have several years teaching experience.

They look forward to this hopeful experience in the spring of 2022.

Strings Component (violin, cello, basses, etc.) - The Music Educators in the Oxford Area School District, along with the National Association for Music Education, strive to provide a standards-based music education for all students through instruction by highly-qualified music educators. The District in 2019 began the Band to Orchestra Program (Strings) in grades three and four. This school year the Strings program has included grades 5 and 6. The District has approved a part-time String teacher to a full-time status. Where many school districts are cutting back in the Arts, Oxford Area School District has always kept the Arts on the forefront.

Anyone interested in knowing more about these educational programs and the Educational Investment Tax Credit (EITC) program for PA businesses can visit www.newpa.com/eitc or give Dr. Ray Fischer, OEF Executive Director a call at (717) 947-0075 or email at rfischer@oxfordeducationalfoundation.org.
Can any of you remember being told to “Sit Still!” in class? Many people move or fidget unconsciously when they are working. Some people tap their foot, shake their legs, or change positions when seated. These are all unconscious strategies we use to help us pay attention. Some children may need more movement than their peers to help them organize their bodies for school work.

The solution that research is offering is to have “active seating” as an alternative for some students in the classroom. In a typical classroom of about 30 students, 10-20% of children have a difficult time remaining seated or paying attention. In particular, dynamic seating offers a significant opportunity in the younger grades as their sensory systems are developing. The proposed benefits of active seating are:

- **Active Sitting** eliminates constant pressure on the backbone and can help nourish the spine.
- **Active Sitting** can encourage better posture by activating and strengthening the tiny muscles in our back and core area.
- **Active Sitting** can force the body to strengthen its weakest muscles in order to maintain balance.
- **Active Sitting** can be used to improve focus and alertness by enhancing sensory awareness and simulating the sense of balance.
- **Active seating** addresses these problems by promoting slight movements and adjustments for the student while they sit. These movements keep the body more engaged, alleviating the negative effects of prolonged sitting.

One of Oxford’s Hopewell School teachers, Ms. Kelly Midkiff, was intrigued by the research and wrote a Grant Proposal to purchase a few stand-up desks for her classroom. In the fall of 2015, the OEF approved the purchase of six desks and Ms. Midkiff started using them right away. The following school year, she was so pleased with the results that she wrote another Grant Proposal for more desks stating “The students using the desks are more focused during class, their behavior has improved, and their self-confidence seems to be improving when they are using these desks.”

Several other teachers soon followed in Ms. Midkiff’s footsteps. Since then the OEF has funded “active seating” through twenty-one different grants to five of the school buildings in the school district. The seating types include stand-up desks, wobble chairs, fidget bands, bounce bands, wobble cushions and balance balls.

As the OEF Special Projects Committee provides funding for new and innovative projects, the concept has moved from “experimental” to a proven concept. As a result, any purchase of active seating now becomes the responsibility of the school district and the OEF will explore new ideas and grant applications. But due to the dedication and inquisitiveness of Ms. Midkiff, Oxford now knows that “active seating” can contribute to student success!
Just what does it mean to have a student representative on the board of the OEF? Is it a line on the website that sounds interesting? Is it just window dressing? The answer is a resounding NO!

This year, the OEF has welcomed its fourteenth OAHS student in this position. All served a two-year term during their junior and senior years providing valued insights, recommendations, and work. To gain more understanding of this position, the following interview was conducted with the most recent holder of the position, Aidan Reilly, before he headed off to college in August.

Why did you apply to the board?
First, I was familiar with the volunteerism of the members of the OEF as Steve Roberts had tutored me in eighth grade math. His impact on my life is one of the reasons that I applied for this elected position. I am very grateful to him and consider him a friend. Another reason for my application is that I wanted to have an opportunity to learn and adapt with people in the community to improve my communications skills. Prior to applying for the position, I researched the OEF and became very interested in its tutoring program as an area where I could provide some expertise. This position with the OEF provided the means to improve myself while also bettering my community.

Did anything surprise you about this experience?
At my very first board meeting, I was pleasantly surprised at the formality of the meetings with the use of Robert’s Rules. I was also surprised with the work ethic and ambition of the board members to help this community. The members are all volunteers! I found working with Dr. Fischer (executive director) and Mr. Roberts (board president) to be especially inspiring.

What do you believe was your impact on the board and OEF?
I believe that I had impact in three areas. The first was with the aforementioned tutoring program. As President of the OAHS National Honor Society, I was able to recruit students to become mentors with the help of the Volunteer Coordinator Mrs. Lewin. We secured the services of ten NHS members to tutor twenty students. This came at a time of difficulty when the adult OEF tutors were not allowed to be in the school buildings due to pandemic concerns. Secondly, I worked on the committee to help overhaul the OEF website and the results are now online. And lastly, I also worked on the committee for special projects — the awarding of grants to school district staff. I read all of the reports and saw money going to many causes in the schools.

What experience with the board will you carry away with you?
I will especially remember the 25th Anniversary Celebration of the OEF. It was exciting to celebrate something bigger than oneself.

Has being a board member helped you in any way?
It definitely helped me to learn to communicate with others, to voice my opinions and to overcome shyness or timidity. I learned to silence the ego to ask questions and listen to the answers. Holding myself upright and showing confidence, while not knowing everything, will help me operate in the world.

Would you recommend that other rising high school juniors apply to be members of the OEF board?
That answer is a 100% YES! The experience is fulfilling and insightful. I gained a real level of appreciation of the jobs and roles of board members. I also learned about the political basis of learning as it placed the school in the larger community.

Is there anything that you will miss about the board?
I will miss our monthly meetings and various committee meetings. They were a time of fun and light-hearted opportunities to enjoy being with each other. I definitely felt respected there. It was not just for show.

And what is next for you?
Due to my work over this summer at Delaware County Community College, I will be entering Penn State Harrisburg as a sophomore. I plan to major in finance with a minor in economics. While there, I also plan to continue my interest in sports with sprint football and jujitsu.

The OEF board offers its sincere thanks to Aidan for his service and best wishes for his upcoming studies in college. His future is bright!

OEF Thanks Aidan Reilly for Service and Welcomes Ryan Steinmetz

We thanked Aidan Reilly for his two years of service to the OEF as a board member. Aidan has entered Penn State to study business. Ryan is a junior in Oxford High School and will serve on the OEF board until June of 2023.
Frankie Fattori was the recipient of the 2018 Hopewell Scholarship. He will be going into his senior year at the University of Pittsburgh and is majoring in computer engineering. The OEF caught up with Frankie this summer and he shared his educational ventures at the University. During the summer of 2020 he served as an undergraduate researcher in the Mascaro Center for Sustainable Innovation (MCSI) Undergraduate Research Program as well as the Center for Space, High-Performance, and Resilient Computing (SHREC) Summer Undergraduate Research Group. Both of these programs concluded with formal virtual events in which all participants shared the results of their research: the former with an Undergraduate Research Symposium and the latter with an Exposition. Each of these events hosted a presentation contest judged by a panel of Pitt professors and graduate researchers. He was awarded 1st place in the MCSI Undergraduate Research Symposium and 2nd place in the SHREC Exposition!

Frankie’s faculty advisor for this summer project was Dr. Alan George, Chair of the Electrical and Computer Engineering Department at Pitt. With his encouragement and support, he decided to refine his research reports and submit his work to Pitt Ingenium, the Swanson School of Engineering undergraduate research journal. He was notified in December that his work had been accepted, and so began the several month revision process with the Ingenium Editor/Review team. The 2021 issue of the journal was released in mid-April. The link to the online offering of this journal is listed below. His article is titled "Hardware acceleration of k-means clustering for satellite image compression".

https://issuu.com/pittswanson/docs/2021_ingenium_ada_compliant_final_publication

Frankie really enjoyed his research in space-based computing and decided to pursue a 2021 summer internship in this field. Under the recommendation of Dr. George, he applied and was accepted as a Firmware Engineering Intern at Space Micro Inc., a San Diego - based company that primarily develops high-reliability satellite subsystems. Shortly after the 2021 spring semester final exams, he flew to the West Coast and began his work at Space Micro headquarters. During these summer months he has assisted with several ongoing Space Micro projects and contracts, including a radiation testing project for the Missile Defense Agency and a radio transponder R&D undertaking for a space-robotics company known as Astrobotic Technology. He was selected to join a Space Micro radiation effects physicist in a radiation testing trip to a particle accelerator at Lawrence Berkeley National Lab. Over the course of several days, they analyzed the tolerance of particular integrated circuits to heavy-ion bombardment, a phenomenon that space-grade circuitry must endure to guarantee computational reliability. He greatly enjoyed all of this work and certainly learned much about computing research and industrial product development! Frankie also mentioned that San Diego was a very nice area to explore in his free-time. After graduation, he is very much interested in landing a position in computer engineering. We are “Oxford Proud” of Frankie! We wish Frankie best of luck and success in his senior year.
Volunteerism During Covid

MAKING IT WORK

We all know that it was a challenging and unusual year for education at all levels across the country. And the Oxford Area School District was no exception. How did the OEF meet its mission to provide volunteers to help students when the volunteers were not allowed in the school buildings thanks to the pandemic? This presented a unique problem for the OEF. But the dedication of our volunteers paid off. Below are three examples of making it work.

VOLUNTEERING IN THE CLASSROOM

Kindergarten volunteer Mrs. M first met JR three years ago in Mr. Baughman’s class. JR really struggled to recognize letters and pick up numbers when Mrs. M started working with him on a weekly basis. Their work continued in first grade and then Covid hit in March 2020 and Mrs. M lost contact with him. However, once virtual schooling started in the next school year, JR’s second grade teacher was willing to facilitate weekly lessons via Zoom. With the teacher providing math and language arts lessons, JR and Mrs. M resumed their weekly connection, just not in-person. Armed with a new white board, Mrs. M and JR worked on the teacher-provided lessons and also some that Mrs. M found via the internet. Once classes resumed in school, Mrs. M would virtually contact JR at home to review his work. He especially liked learning sight words, reviewing math facts, and learning about money. They also read stories together that the teacher had copied. With the work of both his teacher and Mrs. M, JR continued to improve. And as JR begins third grade, Mrs. M will continue to help him with his lessons as an OEF volunteer.

MENTORING

This success story involves an elementary student named Rose (not her real name) and her mentor Mrs. Q. After working together for one year, the pandemic separated the two of them. So, what did mentoring look like while the mentor and mentee remained apart? They used technology to “meet” – both on Zoom and FaceBook. In addition, Mrs. Q would regularly send Rose videos to watch. However, the OEF mentor knew that Rose needed to be working on developing her writing skills and thus began the old-fashioned use of letter writing to engage the young student. Old-school snail-mail and letter writing drew the duo closer together while also improving Rose’s ability to express herself in writing. The letters from Rose’s mentor included a self-addressed, stamped envelope to encourage a reply from Rose. Both the mentor and mentee shared their love of nature through their writings. One letter to Rose included a wing of a monarch butterfly found by Mrs. Q. In addition, about once a month, Rose found a paperback book with a nature theme in her mailbox from Mrs. Q. Can’t you just imagine how excited Rose was to hear the mailman arrive? Mrs. Q plans for this relationship to last for many years. She is a committed mentor and OEF volunteer.

TUTORING

The tutoring experience of Mr. G goes back sixteen years. Needless to say, this year’s experiences were quite different. Used to tutoring mathematics in the library of Penn’s Grove or physics in the high school cafeteria, Mr. G had to make adaptations for the virtual tutoring to be successful. Concentrating on Algebra I and Algebra II, Mr. G worked with four different students this year. He worked with each individual online once a week. Connecting with individual students, sessions normally lasted about thirty to forty minutes. Unable to easily see the student work on a problem, virtual tutoring was not always satisfactory as the student had to hold their work to the camera. But both students and their tutor made adjustments. Mr. G did notice that when the students read the problems aloud to him, they were able to make better sense of the order of operations. Improvement in understanding of concepts and applications made it that the tutoring for each student lasted only several months. Mr. G predicts that there will be an increased need for tutoring in the coming months and he plans to continue to be involved as a tutor and OEF volunteer.
Financial Support

As always, the OEF support of the Oxford Area School District is made possible through our volunteers and the generosity of the Oxford community. And it is also true that more funds are needed. This year the directors have worked to make it easier for the community to monetarily support the work of the OEF – and have provided several avenues for this to occur. The easiest way to provide ongoing support while NOT affecting your wallet is to shop through Amazon Smile. If you shop on the Internet through Amazon, please consider designating the OEF as a recipient of money donated by Amazon. It is a simple and quick set-up. Go to smile.amazon.com and choose the Oxford Educational Foundation as your designated charity. This works to generate funds because for every purchase that you make on the site, Amazon will donate one half of one percent of the total purchase price to the OEF. As Amazon advertises, “You shop. Amazon gives.”

Another way to help support the OEF is through the United Way. When making donations, designate the Oxford Educational Foundation as your charity of choice. Your donation money will be funneled back to the OEF and then used to assist the OEF as it strives to fulfill its mission statement to "enhance the quality of education for the students of the Oxford Area School District".

Donations can also be made to the OEF through checks in the mail or through PayPal. Information and easy access buttons for membership, donations, PayPal, and Amazon Smile are all found on our website at: www.oxfordeducationalfoundation.org

Support for the OEF can also be provided through our program of Leaving a Legacy for Learning. To learn more about this program, contact Dr. Ray Fischer at 717-947-0075.
Every year the OEF recognizes a volunteer who has demonstrated an unequivocal commitment to changing the lives of students in the Oxford Area School District. In a school year where many volunteers cautiously stepped back from daily classroom volunteering, virtual tutoring and mentoring, one particular individual saw a need for continued volunteer mentoring. This gentleman has been volunteering four years working with the same students. He has focused on mentoring middle school students in their navigation to be young adults. Richard has much experience raising four boys who graduated from the Oxford Area School District and post secondary education. All four boys pursued successful careers. Throughout the pandemic, he would meet with his mentees and their parents, checking in on lunch dates, phone calls, and any other way possible. Richard is a humble man and credits his mentees for this award. According to one of his mentees, “he asks good questions and listens to my answers”. A parent of one of his mentees was thankful that Richard was continuing with her son, because of COVID her son hated going to school. I have spent time visiting with this man and have benefited from his wisdom. His gentle demeanor and engaging questions reflect a mentor invested in the lives of the students in the OASD.

Richard graduated from Buffalo State College with a degree in Chemistry. He began his career as an analytical technician and progressed to work in formulation chemistry for product development. Some of the companies he has worked for until retirement were Olin-Matheson, Spencer Kellogg and Hercules/Ashland/Solenis.

It is an honor to recognize Mr. Richard Herbert by presenting him with the 2020-2021 Randy Sebastian Volunteer Person of the year award. Congratulations Richard!
In Conclusion

Although the COVID-19 pandemic changed the way we operated during the last school year, we maintained our focus to enhance the quality of education in the Oxford Area School District. We expect to be able to provide direct support to students this year, in accordance with the school district’s Health and Safety Plan, and to provide grants to teachers and scholarships to graduating seniors. We can be reached at 610-932-7200, by email at oxfordedfound@yahoo.com, or by mail at Oxford Educational Foundation, PO Box 142, Oxford, PA, 19363.

Remember, the OEF is the only charitable organization dedicated to enhancing the quality of education in the Oxford Area School District.

Yours,
Steve Roberts, OEF President

October 2021

To friends, faculty and supporters,

As we begin a new school year, it’s important to remember our past accomplishments, but more importantly, to focus on the future of our school and students. Since our inception in 1994, the OEF has focused on enhancing the quality of education of the students. Through your donations, memberships and grants we have been able to help by placing volunteers, mentors, and tutors throughout the district. In the past seventeen years, we have offered small but significant competitive Professional Grants totaling over $270,000 to faculty members who initiate new, innovative and sustainable programs on all levels.

Because you are receiving this, we know that you care. We truly appreciate your continued interest in the quality of education in the OASD. Please enjoy the attached newsletter and know that what you give really does come back to you in many ways. Take a moment to consider the impact your membership and donation will make.

~ As always, thanks for your support and continued generosity! ~

Sincerely,
OEF Board of Directors

The Mission of the Oxford Educational Foundation is to enhance the quality of education in the Oxford Area School District by providing a mentoring and tutoring program for the students and professional grants for the faculty that encourage the development of innovative programs.

Any donation above the $5 membership is tax deductible, or you may specify your United Way payroll deduction as a contribution to The Oxford Educational Foundation. Please use the form below and return it to us.

Oxford Educational Foundation
PO Box 142 · Oxford, PA 19363
610.932.7200

Membership or Renewal Form

Name: ________________________________ Date: __________________
Address: _______________________________________________________________________
Telephone: ________________________________
Email: ________________________________

Please provide your email address to help us decrease our mailing costs.

Are you a graduate of Oxford Area School District? Yes ___ No ___ Year Graduated? ______

$5.00 Yearly Membership Fee ____________ Tax Deductible Donation____________________

Total Enclosed $ __________________

Thank You for Supporting Us!
The Oxford Educational Foundation is funded in part by the CCRES, Chester County Community Foundation, Oxford Area Civic Association, Truist/Commercial Bank, Fulton Bank, First Resource Bank of Exton, WSFS Bank, Herr’s Inc., United Way contributions and surrounding businesses. Funds are also raised by membership fees and donations. The Oxford Educational Foundation is a 501 (c) (3) non-profit corporation registered with the Commonwealth of Pennsylvania. All contributions, except for the $5.00 per person membership fee, are tax deductible.