

**SPECIAL OPERATIONS ASSOCIATION  
SCHOLARSHIP AWARD**

**APPLICATION and INFORMATION PACKET**

**2025-26 SCHOOL YEAR**

*(updated Nov 2024)*

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December 2024

Dear Applicant:

On behalf of the Special Operations Association (SOA), it is my pleasure to present the application packet for the 2025-26 Special Operations Association Scholarship.

All necessary directions for completion of the application are included in this packet. If there are any questions concerning the application or the process, you may contact me by email [vickichanpadgett@yahoo.com](mailto:vickichanpadgett@yahoo.com) or text at (702)335-3560.

Completed applications must be received by email or postmarked no later than midnight **15APR2025**. Late submissions will not be accepted.

It is mandatory that this 2025 application form is used for the 2025-26 academic year. Applications on outdated application forms will not be considered.

Your SOA sponsor must be current with his/her SOA membership, including contact information and payment of dues except in the case of KIA/MIA special operators who would have been eligible for membership.

We look forward to reviewing your application and wish you ongoing success as you embark on a new chapter in your life.

Vicki Chan-Padgett

Chair

Special Operations Association Scholarship Committee

## SOA *Scholarship Program* **FACTS & CRITERIA:**

Special Operations Association Scholarships are awarded for those attending a regionally accredited Junior College, Community College, four-year College or University for studies that will lead to a college degree, OR Technical School lasting at least one school year and for which a distinct qualification or certification is granted. (Tech Schools are subject to Committee approval).

There are three types of scholarships that are considered for all applicants:

1. The Morton Scholarship which awards \$4,000 for one academic year (\$2,000 per semester) to any qualifying candidate.
2. Len and Nancy Fein Scholarship which awards \$4,000 for one academic year (\$2,000 per semester) for those qualifying candidates who can demonstrate that he/she will be pursuing a STEM major.
3. Bill and Eleanor Lueders Honors Scholarship which is a one time \$1,000 award.

**BASIC GRANT CRITERIA AND ELIGIBILITY:** An applicant must:

1. Be a high school graduate or a high school student anticipating graduation during the year of application or have a GED certificate OR already have a letter of admission from a school.
2. Be under the age of 21 years at the time of application
  - a. **OR**, for students already attending an approved institution, must have been under 21 years of age at the time that they began their studies at the institution, **AND** have been enrolled full-time and in good standing since beginning their studies, **AND** have not yet received a college degree or terminal certification (if a Tech School).
3. Is a child or grand or great grandchild, natural birth or legally adopted, of a SOA member in good standing in the organization.
  - a. **OR** is a child or a grand/great g-child of an individual who was KIA or MIA while serving in a Special Operations unit that would have been eligible for SOA membership.
  - b. *NOTE: The sponsoring SOA member must remain a member in good standing for the duration of the scholarship award.*
  - c. *NOTE: Those SOA-eligible but not-current sponsors are notified of an application and given a chance to comply with membership requirements.*
  - d. **OR** said relative of a deceased SOA member who was a member at time of death.

**AWARDS ANNOUNCEMENTS:** On approximately 15 June 2025, recipients of the Special Operations Association Scholarships will be appropriately notified.

## GUIDANCE and CHECKLIST

Dear Applicant:

Enclosed are the application forms and requirements for a scholarship award from the Special Operations Association Scholarship Program. To be considered for a scholarship, the following documents must be completed, emailed or posted with postmark **BY** 15 April 2025.

- Completed application, Part I**
- Part II: Essay**
- Acceptance letter from an institution that you will attend**
  - **Not necessary if already completing at least a year in college/univ, and if your grade transcripts reflect attendance in that school**
- High School Transcripts, GED certificate (if applicable), or College transcripts if already attending a college**
- SAT and/or ACT scores**
  - **Not necessary if already completing at least a year in college/univ, BUT highly recommended if you have high scores.**
- Three (3) Teacher's Reference Forms**
- High School/College Counselor's Reference Form**
  - **If there is no counselor, or if the Counselor is unfamiliar with you, this can be omitted, BUT EXPLAIN THIS ON THE COUNSELOR SHEET.**
  - **If your school does not rank students, this can be omitted, but state so.**
- One (1) Letter of Recommendation from someone who has known you for at least four (4) years (not a parent, grandparent, teacher, or the SOA sponsor)**
- A 1-2 page Resume.**

Assemble your complete application package and scan it into a PDF file (please, no unusual software programs), then email it to the Chair.

If your teachers/counselor/acquaintance choose to directly email their input, ensure they do this in a timely manner to meet the **deadline**.

Any questions, email or text me at (702) 335-3560 email [vickichanpadgett@yahoo.com](mailto:vickichanpadgett@yahoo.com)

**APPLICATION, Part I - School Year 2025-26**  
**SPECIAL OPERATIONS ASSOCIATION SCHOLARSHIP GRANT**  
*(Please complete this form using dark ink or typewritten only)*

Name of Applicant: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

**Last 4 digits only** of your Social Security Number: \_\_\_\_\_

Birth Date (day/month/year): \_\_\_\_\_

You must be a son/daughter, grandchild or great g-child of an SOA member in good standing.

Sponsor's Name: \_\_\_\_\_

Sponsor's SOA Member #: \_\_\_\_\_

What is your relationship to the sponsor? \_\_\_\_\_

*By my signature below, I certify that all the information on my application is factually correct and that my essay and other creative submissions are solely my own work. (Attach any explanations that might be needed for borderline or questionable situations.)*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If presently in High School, projected date of graduation (or GED): \_\_\_\_\_

Name and Address of High School: \_\_\_\_\_

College/University to attend or presently attending: \_\_\_\_\_

If currently enrolled, College/University/Tech School Semester Hours earned to date: \_\_\_\_\_

What is your Potential or Declared Major/Minor? \_\_\_\_\_

Will you be a STEM Major YES/NO If yes, specify course of study and provide verification such as enrollment in college STEM courses or acceptance to a STEM school \_\_\_\_\_



*APPLICATION, Part II* - School Year 2025-2026

**Essay**

Submit an original essay addressing this year's 2025 topic (see below), **not to exceed TWO** 8-1/2" x 11" pages, **typewritten** in New Times Roman.

You are walking along the deserted beach and uncover an antique brass lamp. A genie comes out and offers you three (3) wishes. What are they and why?



# TEACHER, COUNSELOR, ACQUAINTANCE INSTRUCTIONS

## BACKGROUND and INSTRUCTIONS:

***APPLICANT:*** Provide this background sheet to each Teacher, Counselor and the Acquaintance

Thank you for agreeing to provide an evaluation and reference for the student/ex-student who is applying for a Special Operations Association Scholarship. Your insight and experience with this student, as well as experience with people in general, will provide one of the best surrogate ways we have to gain a perspective on the candidate's potential. These evaluations play a heavy role in our decisions, so your perspectives on the student are genuinely appreciated and seriously considered.

**WHO WE ARE:** The Special Operations Association (SOA), established in 1976, is made up of a very few thousand veterans who were members of select elite military units that operated in extreme environments and on combat missions beyond normal conventional military operations. Most of these units were/are of a secret and classified nature, resulting in the natural selection of highly motivated, innovative, and unconventional-thinking Special Operators from the US Army, Navy, Air Force and Marines. More information about the legendary exploits of these units can be found at the SOA website (<https://www.specialoperations.org/soa/>) and in the numerous books written about the men and their SO units, starting with the Vietnam era (e.g., SOG) through present day conflicts.

The SOA Scholarship program was begun in 1983 to assist in funding children, grandchildren, and great grandchildren of SOA members who are attending accredited colleges, universities and select technical schools. Presently this scholarship award requires an annual application, the maintenance of a 2.5 GPA (2.25 for Freshmen), and a minimum course load of 12 credit hours per semester.

### APPLICATION EVALUATION CRITERIA:

While grades and scores on standardized tests are always impressive, no specific criteria are dictated to the several dozen SOA members who annually volunteer to evaluate the applications. The applications are DE-IDENTIFIED of name and sponsorship in order to select as fairly as possible, the candidates who are a fair representation of the organization's attitude and perceptions of "success and potential for success."

### INSTRUCTIONS:

**For Teachers/Instructors,** of the 4 pages, please fill out the three that require written input regarding the applicant's qualities, abilities and potential.

**For Counselors/Acquaintance:** Please provide requested info (Counselor's letter of Rec optional).

**ALL:** Return these sheets to the applicant (who will scan these for electronic submission).

**IF YOU DESIRE,** rather than handing this evaluation to the student, you can email a scan of the evals directly to my residence (see below). I will de-identify your name and other POC information.

For further questions, please do not hesitate to contact me at:

[vickichanpadgett@yahoo.com](mailto:vickichanpadgett@yahoo.com)

(702)335-3560.

#1 OF 3 REFS REQ'D - TEACHER'S REFERENCE FORM, PAGE 2 OF 4 PAGES

(Please complete this form using dark ink only; these forms will be further copied.)

**APPLICANT:** ENTER YOUR PERSONAL INFORMATION, THEN give the 4 pages (marked page 8, 9, 10, 11) to a teacher (mathematics or science instructor preferable, and esp.if from junior or senior year). NOTE: It is **your responsibility** to ensure the timeliness of submission of this form to meet the **15APR24 deadline.**

Name of applicant \_\_\_\_\_  
Last First Middle

Applicant's Address \_\_\_\_\_  
Street address City State ZIP code

School \_\_\_\_\_  
Official School Name City State ZIP code

**TO THE TEACHER:**

Thank you for your cooperation on behalf of this applicant.

A separate letter of recommendation on behalf of the applicant would also be appreciated (optional). We will protect the confidentiality of your report and will not disclose responses to the applicant, to the extent permitted by law.

What subject/s have you taught the applicant? \_\_\_\_\_

How long and how well have you known the applicant? \_\_\_\_\_

Based on your own observation, please evaluate the applicant's intellectual abilities and academic performance. \_\_\_\_\_

Based on comparison with OTHER student-peers, how would you classify the applicant (choose all that might apply):

- Clearly above and separated from the norm;
- A Jack of All Trades, good at numerous things;
- A "genius" who excels in ONE SINGLE subject;
- A solid and reliable performer;
- Other (briefly explain)

Are there any special ways that the applicant distinguished herself/himself in your class(es)? \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Email and/or Phone Number: \_\_\_\_\_

Return to student OR scan/email to Scholarship Chair. (see previous INFO page)

**TEACHER'S EVALUATION – *Continued* (#3 of 4 pages)**

**INSTRUCTIONS for CHARACTER Checklist/Comments (see next page)**

*(Do not enclose this sheet with your return)*

Of the 14 areas of interest listed on the following page, please check as many of the comments that are applicable. Add comments to each if you want; add additional sheet if necessary.

In each category please check the description or descriptions that in your judgment best apply to the candidate. A blank space has been added for your use in making any other comments you feel more adequately describe the candidate in this particular area.

| <p><b>1. INTELLECTUAL ABILITY</b></p> <p>_____ able to synthesize and relate large amounts of material</p> <p>_____ careless in handling details</p> <p>_____ able to think logically and reflectively</p> <p>_____ _____</p> | <p><b>8. CLASSROOM INTERACTION</b></p> <p>_____ sensitive to others</p> <p>_____ insensitive to others</p> <p>_____ unpredictable</p> <p>_____ unaware of others</p> <p>_____ _____</p>                                                                                                                                                                                                                                                                                             |            |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------|--|-------|-------|-------|-------|-------|----------|-------|-------|-----------|-------|-------|---------|-------|-------|-----------|
| <p><b>2. RESPONSE TO ASSIGNMENTS</b></p> <p>_____ goes beyond</p> <p>_____ enjoys working on own</p> <p>_____ is overly meticulous</p> <p>_____ performs unevenly</p> <p>_____ works consistently</p> <p>_____ _____</p>      | <p><b>9. INDEPENDENT JUDGMENT</b></p> <p>_____ normally independent</p> <p>_____ markedly independent</p> <p>_____ rebellious</p> <p>_____ constructive</p> <p>_____ works consistently</p> <p>_____ _____</p>                                                                                                                                                                                                                                                                      |            |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| <p><b>3. PROMPTNESS</b></p> <p>_____ always completes work on time</p> <p>_____ is very lax</p> <p>_____ requests extension of time:</p> <p>_____ occasionally</p> <p>_____ frequently</p> <p>_____ _____</p>                 | <p><b>10. INQUIRING ATTITUDE</b></p> <p>_____ tends to question</p> <p>(purpose of questioning):</p> <p>_____ to learn</p> <p>_____ to impress</p> <p>_____ to harass</p> <p>_____ sometimes questions</p> <p>_____ rarely questions</p> <p>_____ _____</p>                                                                                                                                                                                                                         |            |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| <p><b>4. PERSEVERANCE</b></p> <p>_____ adequate</p> <p>_____ strong</p> <p>_____ limited</p> <p>_____ _____</p>                                                                                                               | <p><b>11. MATURITY</b></p> <p>_____ exceptionally mature</p> <p>_____ average maturity</p> <p>_____ immature:</p> <p>_____ intellectually</p> <p>_____ socially</p> <p>_____ emotionally</p> <p>_____ _____</p>                                                                                                                                                                                                                                                                     |            |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| <p><b>5. WRITTEN WORK</b></p> <p>_____ intelligent and disciplined</p> <p>_____ verbose</p> <p>_____ imaginative</p> <p>_____ vague</p> <p>_____ _____</p>                                                                    | <p><b>12. REACTION TO SET-BACKS OR CRITICISM</b></p> <p>_____ emotional</p> <p>_____ resentful</p> <p>_____ intelligent</p> <p>_____ _____</p>                                                                                                                                                                                                                                                                                                                                      |            |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| <p><b>6. IN-CLASS DISCUSSION</b></p> <p>_____ Might monopolize</p> <p>_____ participates:</p> <p>_____ occasionally</p> <p>_____ frequently</p> <p>_____ articulate</p> <p>_____ unusually reticent</p> <p>_____ _____</p>    | <p><b>13. RELATIONSHIPS TO:</b></p> <table border="0"> <thead> <tr> <th>Classmates</th> <th>Faculty</th> <th></th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>_____</td> <td>liked</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>disliked</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>respected</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>ignored</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>tolerated</td> </tr> </tbody> </table> <p>_____ _____</p> | Classmates | Faculty |  | _____ | _____ | liked | _____ | _____ | disliked | _____ | _____ | respected | _____ | _____ | ignored | _____ | _____ | tolerated |
| Classmates                                                                                                                                                                                                                    | Faculty                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| _____                                                                                                                                                                                                                         | _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | liked      |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| _____                                                                                                                                                                                                                         | _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | disliked   |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| _____                                                                                                                                                                                                                         | _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | respected  |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| _____                                                                                                                                                                                                                         | _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ignored    |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| _____                                                                                                                                                                                                                         | _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | tolerated  |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| <p><b>7. ATTITUDE IN CLASS</b></p> <p>_____ passive</p> <p>_____ open-minded and interested</p> <p>_____ arrogant and inflexible</p> <p>_____ inattentive and bored</p> <p>_____ _____</p>                                    | <p><b>14. CONFIDENCE</b></p> <p>_____ becoming more sure of self</p> <p>_____ Displays unusual confidence</p> <p>_____ lacks confidence</p> <p>_____ requires constant reassurance</p> <p>_____ _____</p>                                                                                                                                                                                                                                                                           |            |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |

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Vicki Padgett, Chair

[vickichanpadgett@yahoo.com](mailto:vickichanpadgett@yahoo.com)

(702) 335-3560

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Name of applicant \_\_\_\_\_  
Last First Middle

Applicant's Address \_\_\_\_\_  
Street address City State ZIP code

School \_\_\_\_\_  
Official School Name City State ZIP code

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Thank you for your cooperation on behalf of this applicant.

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What subject/s have you taught the applicant? \_\_\_\_\_

How long and how well have you known the applicant? \_\_\_\_\_

Based on your own observation, please evaluate the applicant's intellectual abilities and academic performance. \_\_\_\_\_

Based on comparison with OTHER student-peers, how would you classify the applicant (choose all that might apply):

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- A solid and reliable performer;
- Other (briefly explain)

Are there any special ways that the applicant distinguished herself/himself in your class(es)? \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Email and/or Phone Number: \_\_\_\_\_

Return to student OR scan/email to Scholarship Chair. (see previous INFO page)

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| <p><b>6. IN-CLASS DISCUSSION</b></p> <p>_____ Might monopolize</p> <p>_____ participates:</p> <p>_____ occasionally</p> <p>_____ frequently</p> <p>_____ articulate</p> <p>_____ unusually reticent</p> <p>_____ _____</p>    | <p><b>13. RELATIONSHIPS TO:</b></p> <table border="0"> <thead> <tr> <th>Classmates</th> <th>Faculty</th> <th></th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>_____</td> <td>liked</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>disliked</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>respected</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>ignored</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>tolerated</td> </tr> </tbody> </table> <p>_____ _____</p> | Classmates | Faculty |  | _____ | _____ | liked | _____ | _____ | disliked | _____ | _____ | respected | _____ | _____ | ignored | _____ | _____ | tolerated |
| Classmates                                                                                                                                                                                                                    | Faculty                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| _____                                                                                                                                                                                                                         | _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | liked      |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| _____                                                                                                                                                                                                                         | _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | disliked   |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| _____                                                                                                                                                                                                                         | _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | respected  |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| _____                                                                                                                                                                                                                         | _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ignored    |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| _____                                                                                                                                                                                                                         | _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | tolerated  |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| <p><b>7. ATTITUDE IN CLASS</b></p> <p>_____ passive</p> <p>_____ open-minded and interested</p> <p>_____ arrogant and inflexible</p> <p>_____ inattentive and bored</p> <p>_____ _____</p>                                    | <p><b>14. CONFIDENCE</b></p> <p>_____ becoming more sure of self</p> <p>_____ Displays unusual confidence</p> <p>_____ lacks confidence</p> <p>_____ requires constant reassurance</p> <p>_____ _____</p>                                                                                                                                                                                                                                                                           |            |         |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |



# TEACHER, COUNSELOR, ACQUAINTANCE INSTRUCTIONS

## BACKGROUND and INSTRUCTIONS:

***APPLICANT:*** Provide this background sheet to each Teacher, Counselor and the Acquaintance

Thank you for agreeing to provide an evaluation and reference for the student/ex-student who is applying for a Special Operations Association Scholarship. Your insight and experience with this student, as well as experience with people in general, will provide one of the best surrogate ways we have to gain a perspective on the candidate's potential. These evaluations play a heavy role in our decisions, so your perspectives on the student are genuinely appreciated and seriously considered.

**WHO WE ARE:** The Special Operations Association (SOA), established in 1976, is made up of a very few thousand veterans who were members of select elite military units that operated in extreme environments and on combat missions beyond normal conventional military operations. Most of these units were/are of a secret and classified nature, resulting in the natural selection of highly motivated, innovative, and unconventional-thinking Special Operators from the US Army, Navy, Air Force and Marines. More information about the legendary exploits of these units can be found at the SOA website (<https://www.specialoperations.org/soa/>) and in the numerous books written about the men and their SO units, starting with the Vietnam era (e.g., SOG) through present day conflicts.

The SOA Scholarship program was begun in 1983 to assist in funding children, grandchildren, and great grandchildren of SOA members who are attending accredited colleges, universities and select technical schools. Presently this scholarship award requires an annual application, the maintenance of a 2.5 GPA (2.25 for Freshmen), and a minimum course load of 12 credit hours per semester.

### **APPLICATION EVALUATION CRITERIA:**

While grades and scores on standardized tests are always impressive, no specific criteria are dictated to the several dozen SOA members who annually volunteer to evaluate the applications. The applications are DE-IDENTIFIED of name and sponsorship in order to select as fairly as possible, the candidates who are a fair representation of the organization's attitude and perceptions of "success and potential for success."

### **INSTRUCTIONS:**

**For Teachers/Instructors,** of the 4 pages, please fill out the three that require written input regarding the applicant's qualities, abilities and potential.

**For Counselors/Acquaintance:** Please provide requested info (Counselor's letter of Rec optional).

**ALL:** Return these sheets to the applicant (who will scan these for electronic submission).

**IF YOU DESIRE,** rather than handing this evaluation to the student, you can email a scan of the evals directly to my residence (see below). I will de-identify your name and other POC information.

For further questions, please do not hesitate to contact me. Thank you.

Vicki Padgett, Chair

[vickichanpadgett@yahoo.com](mailto:vickichanpadgett@yahoo.com)

(702) 335-3560

#3 OF 3 REFS REQ'D - TEACHER'S REFERENCE FORM, PAGE 2 OF 4 PAGES

(Please complete this form using dark ink only; these forms will be further copied.)

**APPLICANT:** ENTER YOUR PERSONAL INFORMATION, THEN give the 4 pages (marked pages 16, 17, 18, 19) to a teacher (mathematics or science instructor preferable, and esp.if from junior or senior year). NOTE: It is **your responsibility** to ensure the timeliness of submission of this form to meet the **15APR24 deadline.**

Name of applicant \_\_\_\_\_  
Last First Middle

Applicant's Address \_\_\_\_\_  
Street address City State ZIP code

School \_\_\_\_\_  
Official School Name City State ZIP code

**TO THE TEACHER:**

Thank you for your cooperation on behalf of this applicant.

A separate letter of recommendation on behalf of the applicant would also be appreciated (optional). We will protect the confidentiality of your report and will not disclose responses to the applicant, to the extent permitted by law.

What subject/s have you taught the applicant? \_\_\_\_\_

How long and how well have you known the applicant? \_\_\_\_\_

Based on your own observation, please evaluate the applicant's intellectual abilities and academic performance. \_\_\_\_\_

Based on comparison with OTHER student-peers, how would you classify the applicant (choose all that might apply):

- Clearly above and separated from the norm;
- A Jack of All Trades, good at numerous things;
- A "genius" who excels in ONE SINGLE subject;
- A solid and reliable performer;
- Other (briefly explain)

Are there any special ways that the applicant distinguished herself/himself in your class(es)? \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Email and/or Phone Number: \_\_\_\_\_

Return to student OR scan/email to Scholarship Chair. (see previous INFO page)

**TEACHER'S EVALUATION – *Continued (3 of 4 pages)***

**INSTRUCTIONS for CHARACTER Checklist/Comments (see next page)**

*(Do not enclose this sheet with your return)*

Of the 14 areas of interest listed on the following page, please check as many of the comments that are applicable. Add comments to each if you want; add additional sheet if necessary.

|                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |                |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------|--|-------|-------|-------|-------|-------|----------|-------|-------|-----------|-------|-------|---------|-------|-------|-----------|
| <p>In each category please check the description or descriptions that in your judgment best apply to the candidate. A blank space has been added for your use in making any other comments you feel more adequately describe the candidate in this particular area.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |                |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| <p><b>1. INTELLECTUAL ABILITY</b></p> <p>_____ able to synthesize and relate large amounts of material</p> <p>_____ careless in handling details</p> <p>_____ able to think logically and reflectively</p> <p>_____ _____</p>                                           | <p><b>8. CLASSROOM INTERACTION</b></p> <p>_____ sensitive to others</p> <p>_____ insensitive to others</p> <p>_____ unpredictable</p> <p>_____ unaware of others</p> <p>_____ _____</p>                                                                                                                                                                                                                                                                         |                   |                |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| <p><b>2. RESPONSE TO ASSIGNMENTS</b></p> <p>_____ goes beyond</p> <p>_____ enjoys working on own</p> <p>_____ is overly meticulous</p> <p>_____ performs unevenly</p> <p>_____ works consistently</p> <p>_____ _____</p>                                                | <p><b>9. INDEPENDENT JUDGMENT</b></p> <p>_____ normally independent</p> <p>_____ markedly independent</p> <p>_____ rebellious</p> <p>_____ constructive</p> <p>_____ works consistently</p> <p>_____ _____</p>                                                                                                                                                                                                                                                  |                   |                |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| <p><b>3. PROMPTNESS</b></p> <p>_____ always completes work on time</p> <p>_____ is very lax</p> <p>_____ requests extension of time:</p> <p>_____ occasionally</p> <p>_____ frequently</p> <p>_____ _____</p>                                                           | <p><b>10. INQUIRING ATTITUDE</b></p> <p>_____ tends to question</p> <p>(purpose of questioning):</p> <p>_____ to learn</p> <p>_____ to impress</p> <p>_____ to harass</p> <p>_____ sometimes questions</p> <p>_____ rarely questions</p> <p>_____ _____</p>                                                                                                                                                                                                     |                   |                |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| <p><b>4. PERSEVERANCE</b></p> <p>_____ adequate</p> <p>_____ strong</p> <p>_____ limited</p> <p>_____ _____</p>                                                                                                                                                         | <p><b>11. MATURITY</b></p> <p>_____ exceptionally mature</p> <p>_____ average maturity</p> <p>_____ immature:</p> <p>_____ intellectually</p> <p>_____ socially</p> <p>_____ emotionally</p> <p>_____ _____</p>                                                                                                                                                                                                                                                 |                   |                |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| <p><b>5. WRITTEN WORK</b></p> <p>_____ intelligent and disciplined</p> <p>_____ verbose</p> <p>_____ imaginative</p> <p>_____ vague</p> <p>_____ _____</p>                                                                                                              | <p><b>12. REACTION TO SET-BACKS OR CRITICISM</b></p> <p>_____ emotional</p> <p>_____ resentful</p> <p>_____ intelligent</p> <p>_____ _____</p>                                                                                                                                                                                                                                                                                                                  |                   |                |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| <p><b>6. IN-CLASS DISCUSSION</b></p> <p>_____ Might monopolize</p> <p>_____ participates:</p> <p>_____ occasionally</p> <p>_____ frequently</p> <p>_____ articulate</p> <p>_____ unusually reticent</p> <p>_____ _____</p>                                              | <p><b>13. RELATIONSHIPS TO:</b></p> <table border="0"> <tr> <td><b>Classmates</b></td> <td><b>Faculty</b></td> <td></td> </tr> <tr> <td>_____</td> <td>_____</td> <td>liked</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>disliked</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>respected</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>ignored</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>tolerated</td> </tr> </table> <p>_____ _____</p> | <b>Classmates</b> | <b>Faculty</b> |  | _____ | _____ | liked | _____ | _____ | disliked | _____ | _____ | respected | _____ | _____ | ignored | _____ | _____ | tolerated |
| <b>Classmates</b>                                                                                                                                                                                                                                                       | <b>Faculty</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| _____                                                                                                                                                                                                                                                                   | _____                                                                                                                                                                                                                                                                                                                                                                                                                                                           | liked             |                |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| _____                                                                                                                                                                                                                                                                   | _____                                                                                                                                                                                                                                                                                                                                                                                                                                                           | disliked          |                |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| _____                                                                                                                                                                                                                                                                   | _____                                                                                                                                                                                                                                                                                                                                                                                                                                                           | respected         |                |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| _____                                                                                                                                                                                                                                                                   | _____                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ignored           |                |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| _____                                                                                                                                                                                                                                                                   | _____                                                                                                                                                                                                                                                                                                                                                                                                                                                           | tolerated         |                |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |
| <p><b>7. ATTITUDE IN CLASS</b></p> <p>_____ passive</p> <p>_____ open-minded and interested</p> <p>_____ arrogant and inflexible</p> <p>_____ inattentive and bored</p> <p>_____ _____</p>                                                                              | <p><b>14. CONFIDENCE</b></p> <p>_____ becoming more sure of self</p> <p>_____ Displays unusual confidence</p> <p>_____ lacks confidence</p> <p>_____ requires constant reassurance</p> <p>_____ _____</p>                                                                                                                                                                                                                                                       |                   |                |  |       |       |       |       |       |          |       |       |           |       |       |         |       |       |           |

**COLLEGE or HIGH SCHOOL COUNSELOR EVALUATION – *If Applicable***

*(Please complete this form using dark ink only)*

**To the Counselor:**

Thank you for your cooperation on behalf of this applicant. The scholarship selection committee considers your input very important and takes your comments seriously. We will protect the confidentiality of your report and not disclose your comments to the applicant to the extent permitted by law.

**APPLICANT’S NAME:** \_\_\_\_\_

In the interest of the candidate, please provide complete information.

The candidate ranked \_\_\_\_\_ out of \_\_\_\_\_ students in the     college preparatory group     entire class

If the precise rank is not available, please indicate the candidate’s rank to the nearest percentile, or G.P.A. \_\_\_\_\_

Class Rank is based on     all subjects     major subjects only     semester record     cumulative record

In determining rank in class, do you give weight to honors, accelerated, enriched or advance placement courses? \_\_\_\_\_

| <b>RATINGS</b>       | <b>Average<br/>or below</b> | <b>Good</b> | <b>Very<br/>Good</b> | <b>Excellent<br/>(Top 5%)</b> | <b>Comments</b> |
|----------------------|-----------------------------|-------------|----------------------|-------------------------------|-----------------|
| Intellectual ability |                             |             |                      |                               |                 |
| Academic Achievement |                             |             |                      |                               |                 |
| Motivation           |                             |             |                      |                               |                 |
| Maturity             |                             |             |                      |                               |                 |
| Self-Discipline      |                             |             |                      |                               |                 |

**SUMMARY STATEMENT**

Comment on the strengths of the applicant’s academic program and any unusual circumstances affecting his or her performance. We welcome observations that will help us to distinguish this student from other applicants. *Please do not staple pages together. A letter of recommendation would be very beneficial to the applicant.*

**REPORT BASIS**

This report is based on (check more than one if appropriate)

- |                                                                         |                                           |
|-------------------------------------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Personal observations and contact with student | <input type="checkbox"/> Teacher comments |
| <input type="checkbox"/> Observations from other counselors             | <input type="checkbox"/> Records          |

Signature: \_\_\_\_\_ Length of time acquainted with applicant: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Date: \_\_\_\_\_ Guidance Office Telephone or Email: \_\_\_\_\_

**Return to student in a sealed/signed envelope OR scan/email back to:**

**Vicki Padgett, Chair**

**vickichanpadgett@yahoo.com**

# ACQUAINTANCE LETTER of RECOMMENDATION

## Acquaintance of Over Four Years

*Cannot be from a parent, grandparent, or the SOA sponsor, teacher, or coach*

INSTRUCTIONS: Your evaluation and recommendation of this candidate for a scholarship award from the Special Operations Associations is very important in helping to complete the composite picture of the applicant that the Selection Committee must compose in order to evaluate and rank application submissions.

In one or two pages, please describe as best as possible the candidate's strengths, personality, intelligence, motivation, and any other positive virtues that would impress the Committee and strengthen his/her application. Include examples to illustrate to the Committee the rationale for some of these virtues.

**APPLICANT'S NAME** \_\_\_\_\_

**YOUR NAME** \_\_\_\_\_

**WHAT IS YOUR AFFILIATION WITH THE APPLICANT?** \_\_\_\_\_

\_\_\_\_\_

**HOW LONG HAVE YOU KNOWN THE APPLICANT?** \_\_\_\_\_

\_\_\_\_\_

**Your Comments** (Use additional page/s if necessary):

## APPLICANT: FINAL INSTRUCTIONS

### Ensure:

- 1) Your name is on every page that has information from you;
- 2) Your packet is complete per the enclosed Checklist;
- 3) All scores, transcripts, evaluations and recommendations are sent in to meet the deadline;
- 4) The application, transcripts, scores, recommendations are scanned into a standard Adobe PDF file;
- 5) The completed Application Packet (including scores, Teacher Evaluations, and Recommendations) is emailed **NLT 15 April 2025**
- 6) Call or email any questions, comments, problems to Committee Chair prior to the deadline