

FREQUENTLY ASKED QUESTIONS

CLAREMONT GRADUATE UNIVERSITY'S CNA FELLOWSHIP

FAQ TOPICS

What is the Claremont Native American Fellowship (CNA Fellowship)?.....	1
Is there a Service Agreement? Do CNA Fellows need to do something in exchange for the funding support.....	1
Who is eligible to be a CNA Fellow?	2
Timelines? When would CNA Fellows start?	2
CGU's Program: What makes it special?.....	2
What does applying look like?	3
I'm interested! What are my next steps?	3
Who can I contact us for more information?	4
Who are the members of the CNA Fellowship Advisory Board?	4

WHAT IS THE CLAREMONT NATIVE AMERICAN FELLOWSHIP (CNA FELLOWSHIP)?

Through a partnership with the US Department of Education's Office of Indian Education, Claremont Graduate University is able to award selected Native Americans with a generous support package to help them earn a California preliminary K-12 teaching credential and a master's in education in as little as 15 months.

The support package covers tuition (100%) and provides a living stipend (\$1,400/month for 15 months) and one year of post-program job mentorship.

Native Americans selected as CNA Fellows can earn a K-12 credential in order to teach one of the following:

- Multiple Subjects (Elementary)
- Math
- Science
- English
- Social Studies
- World Languages
- Special Education, mild/moderate
- Special Education, moderate/severe

IS THERE A SERVICE AGREEMENT? DO CNA FELLOWS NEED TO DO SOMETHING IN EXCHANGE FOR THE FUNDING SUPPORT?

Yes. In exchange for the 15 months of tuition and living support, CNA Fellows must be employed for at least 15 months in a school serving Native American students. The school does not need to be located in California. If the CNA Fellow fails to meet this service agreement, the total amount of funds given becomes a loan that must be repaid to the Department of Education. Therefore, it is imperative that CNA Fellows are committed to the profession.

WHO IS ELIGIBLE TO BE A CNA FELLOW?

CNA Fellows must be admitted to CGU's Department of Teacher Education preliminary teaching credential and master's in education program, must agree to the 15-month service commitment (explained above), and must be able to document that they meet any one of the following requirements in the US Department of State definition of "Indian:"

1. Be a member of an Indian tribe or band, as membership is defined by the Indian tribe or band, including any tribe or band terminated since 1940, and any tribe or band recognized by the State in which the tribe or band resides.
2. Be a descendant of a parent or grandparent who meets the requirements described in Item 1.
3. Be considered by the Secretary of the Interior to be an Indian for any purpose.
4. Be an Eskimo, Aleut, or other Alaska Native.
5. Be a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994.

TIMELINES? WHEN WOULD CNA FELLOWS START?

There will be two cohorts, each comprised of six Fellows.

There are six competitive slots for Cohort 1.

- November 2017 – March 1, 2018. Apply to CGU's preliminary K-12 teaching credential and master's in education program. Applicants increase their chances of CNA funding by applying early in the cycle.
- May 2018 – August 2019. CGU's 15-month teaching credential & master's in education program. This is a rigorous, expedited program. Students need to be living around Claremont/Southern California.
- September 2019. CNA Fellows secure employment in a school serving Native American students and start meeting their 15-month service agreement. CNA Fellows receive one year of post-program induction support.

There are six competitive slots for Cohort 2.

- November 2018 – March 1, 2019. Apply to CGU's preliminary K-12 teaching credential and master's in education program. Applicants increase their chances of CNA funding by applying early in the cycle.
- May 2019 – August 2020. CGU's 15-month teaching credential & master's in education program. This is a rigorous, expedited program. Students need to be living around Claremont/Southern California.
- September 2020. CNA Fellows secure employment in a school serving Native American students and start meeting their 15-month service agreement. CNA Fellows receive one year of post-program induction support.

CGU'S PROGRAM: WHAT MAKES IT SPECIAL?

Claremont Graduate University's Department of Teacher Education program prepares motivated students to become teachers who make a difference in the world.

We are dedicated to preparing a special kind of K-12 teacher: one committed to cultivating the achievement of all students. CGU teachers acknowledge variables like poverty, language fluency, and

disabilities are challenges, but they also know that they are not barriers that legitimize a student's failure or that justify educators lowering their expectations or their own commitment. Instead our teachers realize that such variables need to be addressed via well-informed, explicit, and purposeful instruction and support—and through policies and practices that cultivate equity and opportunity.

We believe the best way to prepare highly effective teachers is to put theory into practice through mentor-guided teaching experiences in a real-world setting. Our graduates are highly recruited, get promoted more quickly, and are fast-tracked into leadership positions.

WHAT DOES APPLYING LOOK LIKE?

The application process involves applying to Claremont Graduate University's preliminary teaching credential program and master's of education program.

- Completing an on-line application.
- Submitting 3 letters of recommendation.
- Submitting a short statement of purpose (essay).
- Providing transcripts that show you have earned your bachelor's degree from an accredited institution.
- Submitting documentation that you have passed the *[California Basic Education Skills Test \(CBEST\)](#) and have ideally passed the *[California Subject Examinations for Teachers \(CSET\)](#). These examinations can be taken on-line so one need not be in California to take these tests.
- Providing documentation that you meet the definition of *Indian* provided by the US Department of Education for the purposes of this program.
- Having an interview with faculty from Claremont Graduate University. This interview can be done at CGU or via Skype.

All teacher candidates will also be asked to show that they do not have tuberculosis and have a "clean" DOJ/FBI record.

For more information about applying, contact Rachel Camacho (Rachel.Camacho2@cgu.edu) and/or visit <https://www.cgu.edu/apply/>.

*Note: Rachel Camacho can provide you with some free on-line supports to help prepare for the CBEST and CSET.

I'M INTERESTED! WHAT ARE MY NEXT STEPS?

1. Contact either Rachel Camacho or DeLacy Ganley if you are interested or have questions. Contact information listed below.
2. If you are ready to apply...
 - a. Contact Rachel Camacho.
 - b. Study for and pass [CBEST](#).
 - c. Study for and pass the [CSET](#).
 - d. Secure 3 letters of recommendation. These can be from former professors or supervisors. At least one should speak to your experience working with youth.

WHO CAN I CONTACT FOR MORE INFORMATION?

If you have questions about the program or are interested in applying, please contact:

Rachel Camacho, M.A.
Senior Assistant Director of Admissions
Telephone: 909-607-9418
rachel.camacho2@cgu.edu

DeLacy Ganley, Ph.D.
Director, Department of Teacher Education
Professor, School of Educational Studies
Telephone: 909-621-8076
delacy.ganley@cgu.edu

You can also reach out to members of our CNA Fellowship Advisory Council:

Scott Scoggins (Pipil Nahwat), M.A.
Chair, CNA Fellowship Advisory Board
Assistant Director, Native Initiatives
Director, Native Youth to College Program
Pitzer College | Pomona College
scott.scoggins@pomona.edu
909-607-8150

Monique Castro (Navajo), M.S., MFTI
Member, CNA Fellowship Advisory Board
Director, Indigenous Circle of Wellness, Inc.
moniquecastro25@gmail.com
323-203-4868

Julia Bogany (Gabrieleno Tongva)
Member, CNA Fellowship Advisory Board
Director, Cultural Affairs, Tongva Gabrieleno
Elder in Residence, Claremont Colleges
juliabogany@aol.com
909-264-0309

WHO ARE THE MEMBERS OF THE CNA FELLOWSHIP ADVISORY BOARD?

Scott Edward Orellaña Ingles, Chair. Scoggins and is proud to be of Pipil Nahuat, Pocoman Maya, and English ancestry. He was born into a family that was deeply invested in various political and social movements in Latin America and the United States. This background instilled in him an internal drive, desire, and sense of duty to work towards social justice for all. He is dedicated to implementing multicultural education programs that challenge, inspire, support, and motivate young people to pursue higher education. These comprehensive programs are designed to support students on intellectual, physical, emotional, mental, and spiritual levels. His current work specifically connects Native American Indian youth to higher education opportunities that will enable them to take on leadership roles within their tribal communities. His personal motto, "Tradition for Life - Education for Our Future" cuts to the core of his belief in a dual focus on traditional learning and preparation for success in both local and global networks.

Julia Bogany, Member. Julia has been a teacher, director and administrator for thirty-five years. She is the Native American Consultant for the Riverside School District and the University of Oklahoma Trauma Center. She is a member of and the Cultural Affairs chair for the [Tongva Gabrieleno of San Gabriel](#). She is a mother, grandmother and great-grandmother. She is a very respected "Elder" of the tribe as well as the "Elder in Residence" at the Claremont Colleges. She was a preschool Director, Middle school

Coordinator and instructed child development for home Day Care. She also has training in Child Development, Indian Child Welfare and Native American Studies. She constantly, incessantly and voluntarily enjoys teaching and helping her tribe. She has worked for over twenty years for the American Indian community for her tribe. She has provided cultural, FASD, ICWA, training and workshops in Los Angeles, San Bernardino, Riverside areas and Sacramento. She teaches Tongva language, basket weaving and cultural classes. All the work she's done is for her great grandchildren's future and for the future of her tribe.

Monique Castro, Member. Monique is a Mental Health Counselor/Therapist, Consultant, Trainer, Educator, and Social Justice Advocate. She was born and raised in North East Los Angeles by her paternal grandparents in the community of Lincoln Heights. She earned a Bachelor of Arts Degree in Psychology from California State University, Los Angeles and a Master of Science Degree in Counseling Psychology from Mount Saint Mary's University. Monique has dedicated her career to serving her Native community, primarily through her work and partnerships with various Native organizations, tribal communities, and higher education institutions.