

National Certification Standards for Lay Ecclesial Ministers

serving as

Director of Worship

Parish Life Coordinator

Pastoral Associate

Director of Music Ministries

Parish Catechetical Leader

Youth Ministry Leader, incl. *Pastoral Juvenil Hispana*

Diocesan Youth Ministry Leader, incl. *Pastoral Juvenil Hispana*

Created by

The Alliance for the Certification of Lay Ecclesial Ministers

Federation of Diocesan Liturgical Commissions

National Association for Lay Ministry

National Association of Pastoral Musicians

National Conference for Catechetical Leadership

National Federation for Catholic Youth Ministry

Approved by

The United States Conference of Catholic Bishops Commission on Certification and Accreditation

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Revised *National Certification Standards*

Certification standards¹ give evidence of a profession’s focus and activities and the values to which it is committed; designate the knowledge, skills, and attitudes it deems desirable or necessary for effective functioning as a practitioner of the profession; and may be used as educational criteria in a process of formation and assessment criteria in a process of certification.

History and Background

Beginning in the late 1980s, several national Catholic ministry organizations in the USA developed standards for certain key ministerial roles, doing so in order to recognize the importance of the roles, to foster ministerial excellence, and to give direction to the future development of lay ecclesial ministry. The National Federation for Catholic Youth Ministry developed such standards for persons serving as youth ministry leaders. Subsequently, the National Association for Lay Ministry did the same for pastoral associates and parish life coordinators, and the National Conference for Catechetical Leadership did so for parish catechetical leaders. Each organization had its standards separately reviewed and approved by the Commission on Certification and Accreditation of the U.S. Conference of Catholic Bishops.

In the late 1990s, pivotal work was done in aligning the various articulations of standards in use by the three ministry organizations and in identifying an initial listing of common ministerial competencies shared among the three.² Developing this work still further, the organizations jointly prepared the document, *National Certification Standards for Lay Ecclesial Ministers Serving as Parish Catechetical Leaders, Youth Ministry Leaders, Pastoral Associates, Parish Life Coordinators*. The document outlined five ministerial standards including core competencies relevant for all the ministries named and specialized competencies relevant for each of the ministries named. The document was approved in 2003 by the USCCB/CCA for a period of seven years, after which time a renewal of approval would be required.

In 2005, the National Association of Pastoral Musicians adopted the *National Certification Standards*. In 2007, the four organizations, joining together under the name of the “Alliance for the Certification of Lay Ecclesial Ministers,” agreed to work together on two related projects: a revision of the standards and, as a new initiative, the creation of a process for national ministry certification. A Standards Task Group and a Certification Task Group were formed to do this work (see rosters in Appendix 4), composed of members from each organization. In 2009, the Federation of Diocesan Liturgical Commissions adopted the *National Certification Standards* and became a fifth organizational partner of the Alliance.

¹ For the purposes of this document, each “standard” includes a brief statement identifying the standard, a vision statement, a set of core competencies (relevant for all the ministerial roles represented by the member organizations of the Alliance), and specialized competencies (specific to each ministerial role represented by the member organizations of the Alliance). The competencies are considered a part of and a further explication of the standards.

² Rev. Joseph T. Merkt, ed., *Common Formation Goals for Ministry: Rooted in the Competency-Based Certification Standards of the National Association for Lay Ministry, National Conference for Catechetical Leadership, and National Federation for Catholic Youth Ministry, Inc.* (Chicago and Washington, DC: National Association for Lay Ministry, National Federation of Catholic Youth Ministry, Inc., and National Conference for Catechetical Leadership, 2000).

Content and Format

The standards presented here, including their vision statements and core competencies, are the fruit of the efforts of the Standards Task Group, which also prepared the sample indicators. The specialized competencies were prepared by each of the member organizations of the Alliance. This work is based on and developed from:

- the previously approved standards;
- material in the U.S. Catholic Bishops' document *Co-Workers in the Vineyard of the Lord: Guidelines for the Development of Lay Ecclesial Ministry* (2005);
- input from the boards, executive directors, standards or certification committees, and members of the organizations comprising the Alliance;
- feedback from a wide-ranging consultation held between November 2009 and March 2010; and
- the advice of other consultants who generously advised the Task Force, including USCCB staff members.

In this new edition, some of the material previously approved remains unchanged, while some has been revised; other material has been newly composed.

Instead of five ministerial standards there are now four—human, spiritual, intellectual, and pastoral. This change was made to correspond with the four formational categories used in *Co-Workers in the Vineyard of the Lord* as well as in various national and Vatican documents pertaining to the formation of priests and deacons.³ In each case the standard is named and briefly identified, and a vision statement describes its intended values, concepts, and priorities.

Then, for each standard, core competencies applicable to all the ministries represented by the participating organizations are set forth, indicating the knowledge, skills, and attitudes identified as relevant to that standard. Where possible, effort was made to make the articulation of core competencies more concise and measurable so as to better serve the certification process, and also more reflective of and useful for the rich diversity of cultural contexts in which Church life and ministry take place in the USA today. This latter intention especially has been a concern of the Task Force and the Alliance throughout the process of revision, and whenever the competencies can be interpreted or used in a way that recognizes and fosters ministry in forms appropriate in and for diverse cultural contexts, they should be interpreted and used in that way.

Following the listing of standards with their vision statements and core competencies for all the ministries are lists of specialized ministerial competencies for the distinctive ministries represented by the member organizations of the Alliance. Persons who apply for Alliance certification through their respective ministry organization will make use of and need to demonstrate that they possess both the core competencies and the relevant specialized ministerial competencies.

³ See Pope John Paul II, *Pastores Dabo Vobis: I Will Give You Shepherds* (1992) and United States Conference of Catholic Bishops, *National Directory for the Formation, Ministry, and Life of Permanent Deacons in the United States* (2005) and the *Program of Priestly Formation*, Fifth Edition (2005).

Uses of the *National Certification Standards*

The preparation of these revised standards has been guided by awareness that they will be used in the Alliance national certification process. Even so they also remain, as before, a valuable tool for those involved in the formation, support, and supervision of lay ecclesial ministers. Formation institutions (academic, diocesan, or agency) can continue to use them for curriculum review and design and for setting formational goals—as *Co-Workers* itself recommends (page 30). Lay ecclesial ministers can use these standards and competencies for self-assessment and ongoing ministerial growth. Supervisors can use them in a collaborative process of assessment (for lay ecclesial ministers individually or pastoral teams collectively) and to affirm, guide, and support individual staff members and efforts in staff development.

It is the hope and intention of the member organizations of the Alliance that the material presented here—a revised edition of ministry standards with their core and specialized competencies, carefully crafted and approved by lay ecclesial ministers themselves—will support the recognition and ongoing development of lay ecclesial ministers who devote themselves to serve the communion and the mission of the Church.

Introduction

Each of the four standards includes a brief descriptor and a vision statement followed by a set of core competencies. After the four standards are the specialized competencies of each of the Alliance partner organizations. This revision of the “National Certification Standards” includes this material in its entirety. It is understood throughout this document that the *National Certification Standards* (or simply, the *Standards*) refers to the descriptors, vision statements, and core and specialized competencies.

Standard One: Human

1.0 Standard One

Lay ecclesial ministers demonstrate the qualities of human maturity needed for fruitful ministry with the people of God.

Vision Statement

Lay ecclesial ministers, as all ecclesial ministers, develop their human character and relational abilities so that they can be “a bridge and not an obstacle” for people in their encounter with Jesus Christ.* This development entails the twofold dynamic of strengthening positive traits that foster ministerial effectiveness and lessening negative traits that hinder it. Accordingly, lay ecclesial ministers strive to deepen their knowledge of self and others, grow from experiences of suffering and challenge, maintain a balanced lifestyle and positive relationships, appreciate and value diversity, and demonstrate basic human virtues. Cultivating such traits and skills within a Christ-centered community contributes to the development of “a healthy and well-balanced personality, for the sake of both personal growth and ministerial service” (*Co-Workers*, p. 36).

* Pope John Paul II, *Pastores Dabo Vobis: I Will Give You Shepherds* (1992), 43.

Core Competencies

A lay ecclesial minister will:

- 1.1 Appreciate and affirm the dignity of the human person and the positive values of diverse cultures, races, and socioeconomic groups within their respective self-understandings.
- 1.2 Identify personal gifts and limitations through self-reflection, collaboration with others, peer feedback, supervisory assessment processes, and/or spiritual companionship.
- 1.3 Engage in programs or practices of continuing ministerial formation and lifelong personal growth.
- 1.4 Recognize both the reality of sin with its personal and social consequences and the power of forgiveness and reconciliation to heal persons and relationships.
- 1.5 Maintain a healthy lifestyle and a reasonable balance among the legitimate claims of family, community, personal relationships, and ministry.
- 1.6 Manifest “*psychological health*, marked by integrity, appropriate interpersonal boundaries, and the ability to honor and safeguard the trust that people place in them as Church ministers” (*Co-Workers*, p. 36).
- 1.7 Understand the power inherent in positions of pastoral leadership and be diligent in the responsible exercise of such power regarding, for example, sexuality, confidentiality, supervision of others, and decision making.

Standard Two: Spiritual

2.0 Standard Two

Sharing in the common priesthood of all the baptized, a lay ecclesial minister demonstrates Christian spirituality as foundational to ministry, integrated in service with the people of God, and possessing a sacramental view of the world that recognizes the world can be a vessel of God’s presence and God’s transforming grace.

Vision Statement

Having encountered the person and message of Jesus Christ, the hunger of the lay ecclesial minister for union with the Triune God is constant. The result of this hunger is the call to holiness, built on the Word of God, experienced in the liturgy and sacraments, formed through suffering, nurtured in joy, and sustained in community with all the baptized and through the Church as Mystical Body. The minister gives witness to a well-formed spirituality through a rich and diversified prayer life, theological reflection, and action rooted in Catholic social teaching. Spiritual formation is grounded in the understanding that “if ministry does not flow from a personal encounter and ongoing relationship with the Lord, then no matter how ‘accomplished’ it may be in its methods and activities, that ministry will lack the vital soul and source needed to bear lasting fruit” (*Co-Workers*, p.

38). Therefore, open to the mystery of God's love and in touch with the world's realities, all actions of the lay ecclesial minister flow from "that fundamental conversion that places God, and not oneself, at the center of one's life" (*Co-Workers*, p. 38).

Core Competencies

A lay ecclesial minister will:

- 2.1 Give witness to an integrated spirituality formed by Scripture, theological reflection, sacramental celebration, communal worship, and active participation in parish life.
- 2.2 Live a life of private and communal prayer that is both formed by and reflective of the breadth and depth of the Catholic spiritual tradition.
- 2.3 Bear witness to the profound significance of Eucharist in one's own life, in the life of one's parish, and in the life of the whole Catholic community.
- 2.4 Demonstrate sensitivity to the spirituality of the sacred arts, i.e., art, music, and architecture, and the value of their expression in liturgical and communal prayer.
- 2.5 Honor the call to ministry that is rooted in one's baptism by developing ministerial goals that flow from one's spirituality and reflect an integration of Gospel values.
- 2.6 Demonstrate an ability to discern the "signs of the times" and address current realities in the Church and the world in light of the Gospel.
- 2.7 Accept and articulate one's ministerial vocation as coming from God and confirmed by the ecclesial community.
- 2.8 Display openness to ecumenical prayer, work, and practices that promote Christian unity, and acknowledge the gifts afforded the human community from the various world religions.
- 2.9 Model the spirit of Jesus in one's life and identify with and promote the universal Church and its global mission so that all prayer and ministerial activity flow from that mission.
- 2.10 Develop a spirituality sensitive to diverse cultural expressions based on conversion, communion, mission, and solidarity.

Standard Three: Intellectual

3.0 Standard Three

A lay ecclesial minister demonstrates understanding of the breadth of Catholic theological and pastoral studies as well as the intellectual skill to use that knowledge in ministry with God's people from diverse populations and cultures.

Vision Statement

“Formation for lay ecclesial ministry is a journey beyond catechesis into theological study” (*Co-Workers*, p. 43). A lay ecclesial minister’s faith and ministry is formed by the study of the Catholic theological tradition focusing on the following core elements: Scripture and its interpretation, dogmatic theology, Church history, liturgical and sacramental theology, moral theology and Catholic social teaching, pastoral theology, spirituality, canon law, ecumenism and interreligious dialogue, the social sciences, humanities, and culture and language studies. Based upon this study, a theologically competent minister can articulate and interpret this Catholic theological tradition with disciples from diverse communities. A key dynamic of effective lay ecclesial ministry is the integration into ministry practices of the key documents and principal theories of pastoral ministry.

Core Competencies

A lay ecclesial minister will:

- 3.1 *Scripture and revelation.* Know and integrate into ministerial practice a theology of revelation as embodied in Scripture, tradition, and creation.
- 3.2 *Dogmatic theology.* Know and integrate into ministerial practice Trinitarian theology, Christology, pneumatology, missiology, Christian anthropology, and ecclesiology.
- 3.3 *Church history.* Know and integrate into ministerial practice a foundational understanding of the major events in the history of the Church, with special attention to the Second Vatican Council, and the perspective those events provide on the life of the Church today.
- 3.4 *Liturgical and sacramental theology.* Know and integrate into ministerial practice theologies of liturgy, worship, and sacraments.
- 3.5 *Moral theology and Catholic social teaching.* Know and integrate into ministerial practice a theology of the moral life, including Catholic social teaching for the transformation of Church and society.
- 3.6 *Pastoral theology.* Know and integrate into ministerial practice a theology of pastoral ministry as well as guiding principles for the practice of ministry in a given context.
- 3.7 *Spirituality.* Know and integrate the history and theology of Catholic spirituality into prayer and ministerial practice.
- 3.8 *Canon law.* Know and integrate into ministerial practice a foundational understanding of canon law.
- 3.9 *Ecumenism and interreligious dialogue.* Know and integrate into ministerial practice a respect for other Christian communities and other religious traditions.
- 3.10 *Social sciences and humanities.* Know and integrate into ministerial practice a foundational understanding of the social sciences and humanities.
- 3.11 *Culture and language studies.* Know and integrate into ministerial practice knowledge of

intercultural communication and linguistic/cultural skills.

Standard Four: Pastoral

4.0 Standard Four

A lay ecclesial minister demonstrates a range of leadership and pastoral skills needed for functioning effectively in ministry.

Vision Statement

As a response to their baptismal call, lay ecclesial ministers accept the grace of leadership and manifest a range of skills and pastoral gifts which allow them to function effectively in ministry. In their role as evangelizers, they operate in a parochial setting which has various dimensions—faith formation, worship, cultural diversity, community life, social justice, and apostolic service. They are effective listeners who foster respect and offer compassionate care within varied family, community, and cultural settings. In the spirit of the Gospel, they serve others as companions on the journey of faith. These ministers demonstrate good stewardship, work collaboratively with other lay and ordained ministers, and exhibit human resource and management skills. They have an ability to discern and nurture the gifts of all the baptized in order to build the Kingdom of God. Lastly, these ministers embrace a professional code of ethics worthy of Catholic ministry and abide by civil and Church law. “Pastoral formation cultivates the knowledge, attitudes, and skills that directly pertain to effective functioning in the ministry setting and that also pertain to pastoral administration that supports direct ministry” (*Co-Workers*, page 47).

Core Competencies

A lay ecclesial minister will:

- 4.1 Exercise sound practices of compassionate pastoral care.
- 4.2 Foster a pastoral ministry that empowers people to inculturate the Gospel in their own culture and to foster unity in diversity in the Catholic Church by utilizing human, spiritual, theological, and pastoral approaches proper to each culture.
- 4.3 Implement the principles and processes of evangelization and faith formation as outlined in national and universal Church documents.
- 4.4 Employ the use of modern means of communication technology to proclaim the Gospel.
- 4.5 Work effectively with others through utilizing leadership skills of collaboration, visioning, planning, communication, decision making, delegation, and conflict management.
- 4.6 Exercise effective supervision of employees (part-time or full-time) and volunteers.
- 4.7 Continually seek opportunities to improve skills.
- 4.8 Develop and nurture the prayer life of the community in which one serves.

Specialized Competencies of the Five Alliance Organizations

The specialized competencies are presented here in the following order (alphabetically by organization). Each of the specialized competencies is designated below by the abbreviation that follows each role:

Federation of Diocesan Liturgical Commissions (FDLC)
Director of Worship—DW

National Association for Lay Ministry (NALM)
Parish Life Coordinator—PLC
Pastoral Associate—PA

National Association of Pastoral Musicians (NPM)
Director of Music Ministries—DMM

National Conference for Catechetical Leadership (NCCL)
Catechetical Leader—CL

National Federation for Catholic Youth Ministry (NFCYM)
Youth Ministry Leader, including *Pastoral Juvenil Hispana*—YML
Diocesan Youth Ministry Leader, including *Pastoral Juvenil*—DYML

FDLC Director of Worship (DW) Specialized Competencies

The (arch)bishop is the chief liturgist of his (arch)diocese. He appoints the pastors and other ministers to care for the liturgical life of his people. In collaboration with these ministers, a competent lay liturgist will prepare and execute liturgies with style and grace. He/she will be responsible for the liturgical formation of the assemblies, especially those ministers who serve the assemblies in liturgical celebrations.

In addition to the competencies and standards listed above, the lay liturgist will be well formed in the study of sacred liturgy—its theology, its history, and its right praxis.

A director of worship will:

DW 1 Demonstrate an ability to evaluate liturgical celebrations in fidelity to the official liturgical books and Catholic liturgical theology.

DW 2 Demonstrate an ability to explain the history of Catholic liturgy and the cultural contexts which impacted it.

- DW 3 Demonstrate proficiency and intercultural sensitivity in preparing, coordinating, and implementing communal prayer and liturgy by appropriately celebrating the seasons, weeks, days, and hours of the liturgical year and the sanctoral cycle.
- DW 4 Demonstrate facility with the Church's official liturgical books and be able to implement the various rites used in celebrating the sacraments of the Church in their appropriate liturgical contexts.
- DW 5 Demonstrate familiarity with the richness of the devotional and sacramental life of the Church and guide its authentic celebration in a parish or broader context.
- DW 6 Develop a parish program for the effective formation, training, enrichment, supervision, and evaluation of liturgical ministers and a similar program for a parish worship committee.
- DW 7 Create opportunities for liturgical catechesis: catechesis through liturgy, catechesis for liturgy, and the link between liturgy and social justice.
- DW 8 Demonstrate an understanding of the ritual, spiritual, and cultural dimensions of music as integral to the sacred liturgy, and demonstrate the ability to collaborate in evaluating its musical, liturgical, and pastoral appropriateness in a particular rite.
- DW 9 Demonstrate knowledge and understanding of current legislation, documentation, and pastoral practice in order to prepare liturgical rites and celebrations.
- DW 10 Develop parish liturgical and music guidelines and policies in accord with universal and diocesan norms.
- DW 11 Develop a comprehensive and long-range vision for parish liturgical life based on Church documents and directives.

It is assumed that a(n) (arch)diocesan director of liturgy, one who serves the (arch)bishop and clergy and the faithful of the (arch)diocese, will possess at least a master's degree in liturgical studies from an accredited university program.

NALM

Parish Life Coordinator (PLC)

Specialized Competencies

A parish life coordinator is a professional minister who is entrusted by the (arch)diocesan bishop with the pastoral care of a parish (Canon 517.2). In collaboration with a presbyteral moderator appointed by the (arch)diocesan bishop, the parish life coordinator has the responsibility of overseeing the entire Catholic community within a specific locale. The parish life coordinator enables and empowers the community to be a sign of the reality of the Kingdom of God.

A parish life coordinator will:

- PLC 1 Exercise responsibility for coordinating the pastoral care of the parish in all of its dimensions: communal, liturgical, prophetic-catechetical, service, evangelization, and institutional.
- PLC 2 Exhibit a capacity for leadership and collaboration in all aspects of parish life and ministry including the skills required for supervising staff and the multicultural competencies appropriate to the diversity of the community.
- PLC 3 Seek the guidance of parishioners as expressed by the parish council, the parish finance committee, and other collaborative structures in the parish and/or region.
- PLC 4 Foster the spiritual growth of all parishioners and encourage them to put their talents and their baptismal gifts/charisms at the service of others.
- PLC 5 Integrate Catholic social justice teachings within ministry by incorporating opportunities for justice and service to the Church and broader community and provide theological reflection on those opportunities.
- PLC 6 Develop a parish rich in worship and prayer in all of its dimensions by collaborating with the worship committee and the sacramental minister (Canon 517.2) in providing for the liturgical and sacramental life of the parish.
- PLC 7 Promote the ministry of the word and preach effectively in appropriate pastoral settings in accord with national and (arch)diocesan/eparchial norms.
- PLC 8 Preside at liturgies, including Sunday celebrations in the absence of a priest, in accord with liturgical principles and national and (arch)diocesan/eparchial norms.
- PLC 9 Provide pastoral care for those preparing for marriage and assistance to petitioners and respondents in marriage nullity cases.
- PLC 10 Exercise effective pastoral care for the sick, the dying, and the grieving in the parish community.
- PLC 11 Initiate, develop, and support specialized pastoral ministries according to the needs of the parish community.
- PLC 12 Collaborate in the catechesis and pastoral care of those preparing for sacraments and promote lifelong faith formation for all parishioners.
- PLC 13 Collaborate effectively with organizations, (arch)diocesan and parish staffs and groups, parish lay ecclesial ministers, the presbyteral moderator, and the sacramental moderator (Canon 517.2).
- PLC 14 Collaborate with the local (arch)diocese in a way that honors its vision for pastoral care of parishes, its programs for parish enrichment, its policies and procedures for parish administration, the sacramental moderator who represents the (arch)bishop

and the (arch)diocese, and the deanery or regional structure in which the parish resides.

PLC 15 Ensure the observance of all applicable civil laws in accepted non-profit management practices.

PLC 16 Oversee the proper care for and use of parish's facilities in accord with (arch)diocesan/eparchial norms and civil law.

NALM

Pastoral Associate (PA)

Specialized Competencies

A pastoral associate is a professional minister who shares the overall care of the parish with the pastor or on-site pastoral team. He or she is a member of the parish staff, usually full-time, and is accountable to the pastor. The ministry of the pastoral associate is comprehensive, relating to all aspects of parish life, but with designated responsibilities, e.g., liturgy, faith formation and development, administration, pastoral care, or social outreach. The responsibilities assigned to the pastoral associate depend on the needs of the parish and the gifts of the pastoral associate as well as the gifts of other members of the pastoral staff.

A pastoral associate:

- PA 1 Exhibits a capacity for leadership and collaboration in all aspects of parish life and ministry including multicultural competencies appropriate to the diversity of the community.
- PA 2 Recognizes, addresses, respects, and assists with the implementation of the parish vision and mission.
- PA 3 Fosters the faith life of the community by providing opportunities that address the spiritual, moral, and lifelong formation of all parishioners.
- PA 4 Promotes evangelization as one of the primary activities of one's ministry.
- PA 5 Demonstrates a sensitivity to the multicultural concerns that affect the community and seeks ways to celebrate its cultural diversity.
- PA 6 Engages in appropriate and effective communication with persons of cultures other than one's own and recognizes the need to develop intercultural competencies.
- PA 7 Integrates Catholic social justice teachings within ministry by incorporating opportunities for justice and service to the Church and broader community including theological reflection on those opportunities.
- PA 8 Preaches effectively in appropriate pastoral settings in accord with national and (arch)diocesan norms.

- PA 9 Presides at liturgies, including Sunday celebrations in the absence of a priest, in accord with liturgical principles and national and (arch)diocesan/eparchial norms.
- PA 10 Provides pastoral care and assistance to petitioners and respondents in marriage nullity cases.
- PA 11 Collaborates in the catechesis and pastoral care of those preparing for sacraments.
- PA 12 Exercises effective pastoral care of the sick, the dying, and the grieving in the parish community.
- PA 13 Initiates, develops, and supports specialized pastoral ministries according to the needs of the parish community.

NPM

Director of Music Ministries (DMM) Specialized Competencies

The parish or (arch)diocesan director of music ministries is the person who organizes and directs the program of sacred music for the liturgical and devotional life of the parish or (arch)diocese under the direction of the pastor or (arch)bishop and in collaboration with the pastoral staff.

In addition to the competencies and standards listed above, the director will be well formed in the art of music and study of liturgy.

A director of music ministries will:

- DMM 1 Demonstrate knowledge of music theory and harmony, including basic understandings of orchestration, counterpoint, and harmonic analysis.
- DMM 2 Have knowledge of and competency in the historical treasury, contemporary body, and multicultural expressions of church music and demonstrate skills to use them effectively within the worship life of the parish or diocesan community.
- DMM 3 Demonstrate knowledge of liturgical history, legislation, documentation, and current pastoral and cultural practices in order to prepare liturgical rites and celebrations.
- DMM 4 Demonstrate knowledge of the rites of the Church and their theological underpinnings for preparing and planning parish and diocesan prayer and liturgical celebrations.
- DMM 5 Promote and develop the art of music as an integral and necessary part of the sacred liturgy and as a constitutive element of the Catholic faith experience.
- DMM 6 Demonstrate skills in leading congregational song, choral conducting, and at least

one other musical specialization (organ, piano, guitar, voice).

DMM 7 Develop parish music and liturgy guidelines and policies in accord with universal and (arch)diocesan norms.

DMM 8 Develop a comprehensive and long-range vision for the parish music and liturgical life based on Church documents and directives and sensitivity to intercultural needs in order to promote full, conscious, and active participation of all the people.

DMM 9 Recognize, motivate, and empower musical talent and skills from the parish community with special attention to children, youth, and young adults.

NCCL

Catechetical Leader (CL) Specialized Competencies

By baptism every Christian is called to proclaim the Good News. The Spirit singles out individuals and invites them to the specialized role of catechetical leader within their faith community, and many respond in faith to that invitation. As competent catechetical leaders they collaborate with others in creating a culture of formation within their faith communities that enables each committed Christian to nurture and grow in relationship with God.

As such the catechetical leader will be well formed in the study of catechesis—its theology, its history, and its right praxis.

A parish catechetical leader will:

CL 1 Direct the parish catechetical program through design, implementation, and evaluation of parish catechetical processes.

CL 2 Implement the catechumenate model as inspiration for catechesis in age-appropriate ways.

CL 3 Develop a comprehensive lifelong vision and plan for parish catechesis based on ecclesial catechetical documents.

CL 4 Insure the centrality of catechesis in the development of the parish as an evangelizing and catechizing community.

CL 5 Develop and implement parish catechetical policies in accord with (arch)diocesan policies and guidelines.

CL 6 Provide orientation and in-servicing of catechetical committee members and formation teams in their areas of responsibility.

CL 7 Exercise effective supervision of catechetical employees and volunteers while

fostering leadership abilities.

NFCYM

Youth Ministry Leader

Including *Pastoral Juvenil Hispana* (YML)

Specialized Competencies

A lay ecclesial minister serving as a youth ministry leader is responsible for overseeing ministerial efforts directed to all the Catholic youth (*adolescentes* in Spanish) in a parish, a school, and/or a community-based setting and is pastorally responsive to the ethnic and cultural makeup thereof. An important and unique form of ministry in the United States is *pastoral juvenil Hispana* (PJH), which serves unmarried youth and young adults, often together. Ministry with Hispanic young people requires the competencies presented below for all youth ministry leaders (YML 1-4.1) plus those specific for *pastoral juvenil Hispana* (PJH 4.2).

A youth ministry/*pastoral juvenil Hispana* leader will:

- YML 1.0 Demonstrate an understanding of the history, mission, vision, goals, principles, themes, components, and dimensions of Catholic youth ministry and *pastoral juvenil Hispana* as outlined in the U.S. bishops' pastoral plans and related Church documents.
- YML 2.0 Demonstrate an understanding of the developmental needs of youth and young adults in the U.S. context, with its particular popular, ethnic, and family subcultures, as appropriate to the faith community being served.
- YML 3.0 Be capable of applying the theories, models, processes, methods, resources, and best practices of Catholic youth ministry and/or *pastoral juvenil Hispana* as appropriate to the ministry setting.
- YML 4.0 Demonstrate the ability to collaborate with the faith community in planning, implementing, and evaluating outreach to and pastoral ministry for young people, utilizing the components of Catholic youth ministry and/or mission and principles of *pastoral juvenil Hispana* as appropriate to the ministry setting.
- YML 4.1 Be capable of implementing the components of Catholic youth ministry with young people by:
 - 4.1.1 Utilizing the aims, principles, processes, and methods of catechesis with youth in implementing faith formation.
 - 4.1.2 Facilitating the development of community among youth, their families, and within the Church and society, including the development of small faith communities by youth from different cultures, spiritualities, or pastoral models.
 - 4.1.3 Inviting youth to and facilitating opportunities for youth to grow in

intimate relationship with Jesus Christ and empowering them to live and witness as disciples in today's world.

- 4.1.4 Engaging youth in the social mission of the Church in accord with Catholic social teaching.
- 4.1.5 Fostering healing and promoting healthy growth and development in youth and in their relationships as a vital part of their human and Christian maturity process.
- 4.1.6 Empowering youth to celebrate and deepen their relationship with the triune God through individual and communal prayer and participation in the liturgical and devotional life of the Church.
- 4.1.7 Engaging the Church and the broader community in voicing and addressing the rights, responsibilities, and needs of youth.
- 4.1.8 Affirming and calling forth the unique gifts of youth and the adults serving them by providing opportunities for their ongoing spiritual growth, leadership development, and vocation discernment.

PJH 4.2 Be capable of implementing the mission and principles of *pastoral juvenil Hispana* with young people by:

- 4.2.1 Facilitating the development of a personal and communal relationship between the young people and the Triune God—Father, Son, and Holy Spirit.
- 4.2.2 Drawing young people into a deeper communion and participation in the life and evangelizing mission of the Church as missionary disciples of Christ, especially with respect to their peers.
- 4.2.3 Fostering a “*pastoral de conjunto*” across organized ministries and *pastoral juvenil Hispana* committees (i.e., catechesis, sports/recreation, prayer, Scripture study, choir, drama, dance, prevention, intervention, academic assistance, etc.), geographies (intra-parish, inter-parish, (arch)diocesan, regional, national, international), groups, communities, and movements.
- 4.2.4 Recognizing and fostering the gifts and protagonism* of adolescents and *jóvenes* in *pastoral juvenil Hispana* and in the mission of the Church in their homes, neighborhoods, and wider community.
- 4.2.5 Implementing holistic faith formation processes that include: vocational discernment, continuous conversion, catechesis, liturgy, personal and communal prayer, and popular piety.
- 4.2.6 Nurturing the preservation of the Spanish language and cultural

traditions, values, and customs in order to promote a sound Latino-integrated-with-Catholic identity through an evangelizing process of inculturation.

- 4.2.7 Creating pastoral models and open ecclesial spaces that are linguistically and socioculturally appropriate for Latino adolescents and *jóvenes* of diverse backgrounds, based on a pastoral plan that responds to their needs, in a Church that is a community of communities with shared leadership and vision.
- 4.2.8 Taking the personal, sociocultural, and religious reality of the young people as the starting point for ministry and utilizing the pastoral circle methodology to engage them in a critical analysis that leads to finding ways to build the Reign of God in their own surroundings.
- 4.2.9 Promoting academic education among Latino young people; offering means to help them reach a high school diploma, decreasing the high level of Latino drop outs, increasing attendance in higher education, and guiding young people toward greater personal and professional achievement.
- 4.2.10 Prioritizing service and outreach to young people who find themselves in situations of poverty, loneliness, crisis, marginalization, and discrimination.
- 4.2.11 Accompanying the young people in their development as whole persons through processes that integrate all the dimensions of life and faith, as they move from preadolescence to adolescence and young adulthood.

* Protagonism: This concept is essential in *pastoral juvenil*; it indicates that young people are the main pastoral agents among their peers, and that the role of adults is to empower them by: (a) helping them assume their baptismal call; (b) accompanying them in their faith journey; (c) advising them in their efforts of ministering to their peers; and (d) supporting them as they undertake and fulfill their call to evangelize their contemporaries and transform their social environment according to gospel values, as indicated in many Church documents.

NFCYM Diocesan Youth Ministry Leader including *Pastoral Juvenil Hispana* (DYML) Specialized Competencies

As an agent of the local ordinary, a(n) (arch)diocesan youth ministry leader (DYML) has the necessary competencies to oversee, assess, develop, model, and promote Catholic youth ministry and/or *pastoral juvenil Hispana* as appropriate to the local culture(s) and demographics of the (arch)diocese.

A diocesan youth ministry leader will:

DYML 1.0 Demonstrate an understanding of the history, mission, vision, goals, principles,

themes, components and dimensions of Catholic youth ministry and *pastoral juvenil Hispana* as outlined in the U.S. bishops' pastoral plans and related Church documents.

- DYML 2.0 Demonstrate an understanding of the developmental needs of youth and young adults in the U.S. context, with its particular popular, ethnic, and family subcultures, as appropriate to the faith communities being served.
- DYML 3.0 Be capable of applying the theories, models, processes, methods, resources, and best practices of Catholic youth ministry and/or *pastoral juvenil Hispana* as appropriate to various ministry settings.
- DYML 4.0 Demonstrate capability in advocacy as a spokesperson for young people and youth ministry to the Church and the civic community.
- DYML 5.0 Demonstrate the ability to develop, implement, and oversee (arch)diocesan policies and procedures regarding child safety/protection and ministerial ethics in accord with the *USCCB Charter for the Protection of Children and Young People*.
- DYML 6.0 Be capable of designing, organizing, and implementing gathered youth ministry programming, including retreats, conferences, rallies, pilgrimages, etc
- DYML 7.0 Be capable of providing consultation, training and resources for comprehensive parish youth ministry, including *pastoral juvenil Hispana*.
- DYML 8.0 Be capable of cultivating volunteers through professional youth ministry leadership, including applying best practices in hiring.
- DYML 9.0 Demonstrate the ability to develop and lead pastoral planning for youth ministry in accord with (arch)diocesan priorities, structures, policies, procedures, and resources.
- DYML 10.0 Demonstrate the ability to lead and manage an (arch)diocesan office, including supervision of staff, managing a budget, and collaborating with other (arch)diocesan offices and departments.