

SUMMARY OF FORMATION DIALOGUE AND RECOMMENDATIONS

The reflection and dialogue on area of formation began with a panel presentation:

- Todd Graff (Diocese of Winona) noted that the context of LEM formation is shaped by life commitments as well as by ministry and formation. The content ought to reflect the local church while being anchored in the universal church.
- Alejandro Siller-González (MACC) focused on the Hispanic cultures and encouraged awareness of the social constructs, “Who is diverse?” “Who are foreigners?”
- Bill Cahoy, Ph.D. (Dean, SJU) referred to Canon 231 in his presentation on how lay ministers need and deserve adequate education if there is to be sustained excellence. “We should not demand what we do not support.” Support includes money and mutual accountability. LEM positions are leadership roles that require knowledge, skill, and personal formation.

The dialogues in part focused on the tension experienced between the desire for adequate formation based on national or regional standards and the need for broad availability and accessibility of formation programs. Subsequent recommendations related to formation focused on the following four themes.

Formation of LEMs for a Culturally Diverse Church: Recommendations related to diversity received the strongest endorsement. At the same time, the need for national certification standards was expressed. LEM formation programs should take into consideration both the personal and contextual diversity of persons called to lay ecclesial ministry and the diversity of the local churches for which they are being prepared.

Generated recommendations focused upon the following specific issues and actions:

- Awareness of family systems, cultural perspectives and worldviews, intercultural skills for ministerial relationships, and language proficiency appropriate to the local church.
- Encouragement of dioceses to partner with educational institutions, ministry formation, and certification programs to provide alternate formation pathways.
- Identification of common competencies in seminary and LEM formation programs in order to bring students together in order to enhance future working relationships.
- Urgency regarding the need for dioceses and parishes to provide the best possible LEM formation, according to their means.

Financial Support: Financial support for LEM formation was identified as a critical issue across the table discussions. Generated recommendations focused upon the following specific issues and actions:

- Creation of strategies for dioceses and parishes regarding the sharing of the cost of adequate and appropriate formation, which are essential for sustained excellence in ministry.
- Development of strategies to provide funding for lay ministry formation in ways similar to the financial support systems available for ordained formation.
- Continuing formation for LEMs on intellectual, spiritual, personal and pastoral levels was also identified as an important aspect of formation to be addressed by

parishes, dioceses, and Catholic institutions, with some voicing the need to develop sabbatical policies for LEMs.

Alternative Forms of Formation: Dialogue on LEM formation focused on the need to recognize different levels of preparedness for education and formation, as well as consider life experience as part of formation. Generated recommendations focused upon the following specific issues and actions:

- Revision of the USCCB accreditation processes and standards was endorsed strongly.
- Encouragement of formation programs to consider the family dynamics of their lay students in program design, cost, and time requirements.
- Examination of best practices was recommended for all types of formation.

Availability and Accessibility: Availability and accessibility of LEM formation programs through various modalities and a variety of contexts was a focal point of the dialogue. Additionally, the need for accessible formation resources, shared financial support, and the use of technology were frequently mentioned as means to expand availability to more people, especially those in rural areas and communities with limited financial resources. Generated recommendations focused upon the following specific issues and actions:

- Opportunities for formation in ministry should be affordable and flexible in order to respond to the cultural, economic, and geographic realities in the U.S. Catholic Church.
- Development of strategies for regular feedback by parishes/dioceses within the formation process.

FORMATION RECOMMENDATIONS BY CATEGORY: August 1, 2007				
<u>Count</u>	<u>Category</u>	<u>Audience</u>	<u>Recommendation</u>	<u>Category Total Votes</u>
24	Accreditation and Certification	USCCB/CCA, national organizations, diocesan offices	The USCCB/CCA should revise substantially the accreditation process for ministry formation programs, so as to increase access and utilization of this process by all (diocesan and university) ministry formation programs. This revision should include the development of accreditation standards that identify minimum requirements for certificate, BA, and MA programs, including but not limited to the number of hours of study, curriculum outcomes, assessment, etc. (such as the requirements for CPE programs).	
21	Accreditation and Certification	Bishops, Diocesan Offices, National Lay Ministry Organizations, Lay Ecclesial Ministers	Certification of Lay Ecclesial Ministers should allow for: 1. Cultural adaptations; 2. Additional competencies for ministry specializations; and 3. Different categories of certification such as practitioner, professional, and master's.	
12	Accreditation and Certification	Bishops, Diocesan Offices, and Other (State Catholic Conference)	At the direction of the bishops within each state's Catholic conference, diocesan staffs should collaborate with USCCB/CCA to develop certification processes that are transferable among dioceses within the state.	
11	Accreditation and Certification	USCCB	That the USCCB will endorse the present work of the Alliance revising the national certification standards for lay ecclesial ministers and will invite all national church organizations to work toward acceptable minimal competencies for all groups.	
9	Accreditation and Certification	Bishops, dioceses, Catholic colleges, national ministry associations	To implement a national certification process for lay ecclesial ministry.	
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<u>Count</u>	<u>Category</u>	<u>Audience</u>	<u>Recommendation</u>	<u>Category Total Votes</u>
15	Continuing Formation of LEMs	Diocesan Offices, Bishops, Catholic colleges or graduate schools, Pastoral Institutes, National Lay Ministry Organizations	What we require we support through: financial support, technical accessibility through distance learning, scheduling flexibility, and time allotted in job responsibilities for initial and on-going formation.	
14	Continuing Formation of LEMs	National organizations serving Lay Ecclesial Ministers	That national organizations serving Lay Ecclesial Ministers would develop programs and strategies aimed at lifelong formation, especially the creation of a Sabbatical program for Lay Ecclesial Ministers. Dioceses and parishes would need to support the Lay Ecclesial Minister seeking to take a paid sabbatical as well, but the national organizations would develop criteria and identify sources of funding for the sabbatical programs.	
11	Continuing Formation of LEMs	Bishops, Catholic Colleges or Grad Schools, Parish Leadership	Provide tools to help pastoral leaders create job descriptions for Lay Ecclesial Ministers grounded in the pastoral needs of the local community and that can be used to asses ministerial performance and provide direction for continuing formation.	
10	Continuing Formation of LEMs	Bishops and Diocesan Offices	The diocese should establish sabbatical policies for lay ecclesial ministers consistent with and equivalent to those extended to diocesan priests.	
10	Continuing Formation of LEMs		Parishes, dioceses, and Catholic institutions or organizations should support the continuing formation of their lay ecclesial ministers financially and otherwise (i.e. continuing education, spiritual direction, and retreat).	
9	Continuing Formation of LEMs	USCCB; certifying agents; Bishops	To require ongoing personal, intellectual, spiritual and pastoral formation and support for Lay Ecclesial Ministers in order to keep competencies current and ensure accountability from both the minister and the community.	
9	Continuing Formation of LEMs	Diocesan offices	In acknowledging the lay character of Lay Ecclesial Ministry, the Church should provide on-the-job time and financial resources for ongoing formation (retreats, spiritual direction, continuing education, adoption of healthy lifestyles).	

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6	Continuing Formation of LEMs	Diocesan Offices and Parish Leadership	The hiring agency provides ongoing funding (minimum of 50%) for education and formation of lay ecclesial ministers.	
3	Continuing Formation of LEMs	Colleges/Schools Pastoral Institutes	Within their formation programs, each educational institution emphasizes comprehensive formation that goes beyond educational knowledge but also stresses ongoing formation after the formal program is finished.	
2	Continuing Formation of LEMs	Diocesan offices, Collegial institutions and Schools of Theology, Pastoral institutes, Lay Ecclesial Ministers, National Lay Ministry Organizations	Lay Ecclesial Ministry programs should implement a process of ministry formation that moves from initial formation to life-long.	89
42	Diverse Levels of Formation Programs	All	Besides formation programs that confer a Bachelor's or Master's degree, lay people who are discerning a call to lay ecclesial ministry should have alternative formation choices that recognize their experiences and education that meet the National Certification Standards for Lay Ecclesial Ministers.	
24	Diverse Levels of Formation Programs	Diocesan Offices	Formation of Lay Ecclesial Ministers needs to be multi-level, diverse, based on collaborative discernment, and include life experience with attention to particular skills for the different ministries, while maintaining and updating established competencies.	
24	Diverse Levels of Formation Programs	USCCB/CCA, national organizations, diocesan offices	The USCCB/CCA should revise substantially the accreditation process for ministry formation programs, so as to increase access and utilization of this process by all (diocesan and university) ministry formation programs. This revision should include the development of accreditation standards that identify minimum requirements for certificate, BA, and MA programs, including but not limited to the number of hours of study, curriculum outcomes, assessment, etc. (such as the requirements for CPE programs).	

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21	Diverse Levels of Formation Programs	Bishops, Diocesan Offices, National Lay Ministry Organizations, Lay Ecclesial Ministers	Certification of Lay Ecclesial Ministers should allow for: 1. Cultural adaptations; 2. Additional competencies for ministry specializations; and 3. Different categories of certification such as practitioner, professional, and master's.	
21	Diverse Levels of Formation Programs	Diocesan Offices, National Lay Ministry Organizations, Parish Leadership, Lay Ecclesial Ministers	Dioceses should partner with educational institutions, ministry formation programs and certification programs to develop a pathway for those candidates who do not have an undergraduate degree but who need additional skills or learning to prepare for ministry.	
2	Diverse Levels of Formation Programs		Diocesan level of formation/education should offer a multi-tiered process paying attention to the four pillars of formation outlined in Co-Workers.	134
25	Evaluation of LEM Formation Programs	Bishops and Other (Committee of Laity)	For the USCCB Committee on the Laity to undertake a national assessment of availability and accessibility of formation programs (degree and non-degree) to identify regions in need and systemic obstacles to Lay Ecclesial Ministers obtaining formation	
22	Evaluation of LEM Formation Programs	All parties	Leaders or their designates in those national organizations represented at this national symposium should form a task force to review current status of accessibility of formation in ministry and then to determine an action plan to ensure that opportunities for formation in ministry are accessible, affordable and flexible to be responsive to the cultural, economic, and geographic realities operative in the U.S. Catholic Church.	
12	Evaluation of LEM Formation Programs	All	Depending on the level of formation, programs which form pastoral ministers should seek regular feedback from parishes/dioceses where their graduates are ministering to ascertain the success of the formation program vis-a-vis the level of experience of the minister – in order to use that feedback to improve the formation program.	

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11	Evaluation of LEM Formation Programs	Bishops, universities, national organizations	To increase accessibility to Lay Ecclesial Ministry formation, best practices research should be done and disseminated that identifies programs which successfully minimize barriers to ministry formation and increase access.	
7	Evaluation of LEM Formation Programs	Pastoral Institutes, colleges, graduate schools	That ministry formation programs adopt the formation recommendations outlined in Co-Workers as normative for regular review and assessment of their programs.	
6	Evaluation of LEM Formation Programs	Catholic Colleges or Grad Schools, Pastoral Institutes	"Leadership" should be studied, practiced, and assessed in the formation of all Church ministers.	83
24	Financial Support for LEM Formation	Parish and Diocesan Leadership	For pastors and parish councils as well as diocesan ministry offices to include in their agenda at least once a year identifying women and men in the parish/diocese who they would recommend for further formation, then invite and encourage these people to pursue that formation. They should be mindful of calling forth under-represented folks and strategize how the parish/diocese will concretely support their formation, including financially.	
18	Financial Support for LEM Formation	Bishops, Diocesan Offices	The document "Co-Workers in the Vineyard" increases the level of educational foundation required for lay ecclesial ministers. If this effort is to be successful, diocesan development offices need to raise awareness of and endowment for lay ecclesial ministers so that dioceses can give significant funding for theological education.	
15	Financial Support for LEM Formation	Diocesan Offices, Bishops, Catholic colleges or graduate schools, Pastoral Institutes, National Lay Ministry Organizations	What we require we support through: financial support, technical accessibility through distance learning, scheduling flexibility, and time allotted in job responsibilities for initial and on-going formation.	

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15	Financial Support for LEM Formation	Bishops, Diocesan Offices, Parish Leadership, Lay Ecclesial Ministers, and Other (Diocesan Finance Council)	Dioceses, parishes, and the individual should share the costs of the education of Lay Ecclesial Ministers, who need and deserve proper formation.	
15	Financial Support for LEM Formation	Bishops/pastors	Respective of ethnic diversity, Canon 231 [duty of Lay Ecclesial Ministers to obtain appropriate formation for their role, and duty of the Church to provide worthy remuneration, insurance, social security, and medical benefits] should be enforced by bishops and pastors, along with the provision of time and money for formation (e.g., endowments, loan forgiveness programs, etc.).	
14	Financial Support for LEM Formation	National organizations serving Lay Ecclesial Ministers	That national organizations serving Lay Ecclesial Ministers would develop programs and strategies aimed at lifelong formation, especially the creation of a Sabbatical program for Lay Ecclesial Ministers. Dioceses and parishes would need to support the Lay Ecclesial Minister seeking to take a paid sabbatical as well, but the national organizations would develop criteria and identify sources of funding for the sabbatical programs.	
12	Financial Support for LEM Formation	All	Lay ecclesial ministry formation programs need to take into account the family dynamics of their lay students in program design, cost, and time requirements, all of which impact family life and personal well-being.	
10	Financial Support for LEM Formation	Bishops, Parish Leadership	The Church, especially its ordained leadership, needs to support the idea and value of Lay Ecclesial Ministry formation in prayer and action, including adequate financial support.	
10	Financial Support for LEM Formation	Bishops	Devise ways to ensure support for lay ecclesial ministry formation similar to other programs (e.g., deacons, clergy).	

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6	Financial Support for LEM Formation	Diocesan Offices and Parish Leadership	The hiring agency provides ongoing funding (minimum of 50%) for education and formation of lay ecclesial ministers.	
2	Financial Support for LEM Formation	Bishops and Diocesan Offices	Each diocese should make available and accessible a graduate program for Lay Ecclesial Ministers.	
2	Financial Support for LEM Formation		Every diocese should require the highest level of formation/education it is able to support.	143
26	Formation for Lay-Clergy Collaboration	All parties	For the USCCB to initiate a dialogue between key leaders in seminary formation and those involved in the formation of lay ecclesial ministers to identify common competencies and then to find specific ways of bringing their formation together to enhance working relationships between clerical and lay ministers in parish, diocesan, and other ecclesial settings.	
22	Formation for Lay-Clergy Collaboration		That each recommendation that comes from this Symposium be shared with national organizations of priests and deacons, so that we may enter into intentional dialogue with our ordained co-workers.	
17	Formation for Lay-Clergy Collaboration	Catholic colleges, diocesan offices, national organizations	To develop programs and initiatives to foster, among priests, deacons, and lay ecclesial ministers, attitudes and skills for willing and effective collaboration.	65
42	Formation for Multicultural Ministry	Catholic Colleges, universities, Pastoral Institutes	Incorporate cultural immersion experiences into formation that: identify one's own cultural assumptions, teach the skills that enable one to enter into reciprocal dialogue with another culture, and incorporate the insights into understanding of ministry and Church.	
29	Formation for Multicultural Ministry		Formation programs, at all levels, need to incorporate a commitment to form ministers for a culturally diverse Church and society, giving them the tools, methodologies, and experiences to promote ecclesial integration.	

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21	Formation for Multicultural Ministry	Bishops, Diocesan Offices, National Lay Ministry Organizations, Lay Ecclesial Ministers	Certification of Lay Ecclesial Ministers should allow for: 1. Cultural adaptations; 2. Additional competencies for ministry specializations; and 3. Different categories of certification such as practitioner, professional, and master's.	
21	Formation for Multicultural Ministry	USCCB, Diocesan offices, Colleges/Schools, Pastoral Institutes	That a study be commissioned to determine the best practices in existing lay ecclesial ministry formation programs, making sure that the programs address all of the national standards (specifically multicultural elements). The best programs ideally also would be easily adapted by individual dioceses and institutes.	
18	Formation for Multicultural Ministry	Diocesan Offices, Bishops, Catholic colleges or graduate schools, Pastoral Institutes, National Lay Ministry Organizations	Formation directors and programs should intentionally include contextual factors such as: family systems, cultural perspectives and worldviews, and how they affect operative ecclesiologies in both recruitment and curriculum development.	
14	Formation for Multicultural Ministry	All	A requirement for cultural and language proficiency appropriate to the local church and geared to the Lay Ecclesial Minister's level of ministry formation (practitioner, professional and masters).	
8	Formation for Multicultural Ministry	Diocesan offices, Collegial institutions and Schools of Theology	That all Lay Ecclesial Ministry programs include immersion experiences (cultural, economic or ethnic) within a theological reflection process.	153
31	Formation for Underserved Populations	Bishops, Diocesan Offices, Catholic Colleges or Grad Schools	Identify and recognize those called and gifted for Lay Ecclesial Ministry within populations that are not being served by existing formation programs (due to issues of cultural diversity and being geographically isolated). Study existing "best practices" and adapt them to address the unmet need.	

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25	Formation for Underserved Populations	Bishops and Other (Committee of Laity)	For the USCCB Committee on the Laity to undertake a national assessment of availability and accessibility of formation programs (degree and non-degree) to identify regions in need and systemic obstacles to Lay Ecclesial Ministers obtaining formation.	
24	Formation for Underserved Populations	Parish and Diocesan Leadership	For pastors and parish councils as well as diocesan ministry offices to include in their agenda at least once a year identifying women and men in the parish/diocese who they would recommend for further formation, then invite and encourage these people to pursue that formation. They should be mindful of calling forth under-represented folks and strategize how the parish/diocese will concretely support their formation, including financially.	
22	Formation for Underserved Populations	All parties	Leaders or their designates in those national organizations represented at this national symposium should form a task force to review current status of accessibility of formation in ministry and then to determine an action plan to ensure that opportunities for formation in ministry are accessible, affordable and flexible to be responsive to the cultural, economic, and geographic realities operative in the U.S. Catholic Church.	
16	Formation for Underserved Populations	Diocesan Offices, Pastoral Institutes, National Lay Ministry Organizations, Parish Leadership, Lay Ecclesial Ministers	As dioceses assemble a lay ecclesial ministry educational cohort, an all-out effort needs to be made to attract candidates from all ethnic groups in the local church so that the church is fully represented in this effort. The education must be culturally and linguistically sensitive.	
15	Formation for Underserved Populations	Diocesan Offices, Bishops, Catholic colleges or graduate schools, Pastoral Institutes, National Lay Ministry Organizations	What we require we support through: financial support, technical accessibility through distance learning, scheduling flexibility, and time allotted in job responsibilities for initial and on-going formation.	

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15	Formation for Underserved Populations	Bishops, Professional Organizations, Academic Institutions	That a study be undertaken which leads toward re-imagining how to provide formation for lay persons, building on their experience, appropriate to their specific ministry, while ensuring availability and access for all cultural and economic groups.	
15	Formation for Underserved Populations	Bishops/pastors	Respective of ethnic diversity, Canon 231 [duty of Lay Ecclesial Ministers to obtain appropriate formation for their role, and duty of the Church to provide worthy remuneration, insurance, social security, and medical benefits] should be enforced by bishops and pastors, along with the provision of time and money for formation (e.g., endowments, loan forgiveness programs, etc.).	
11	Formation for Underserved Populations	Bishops, universities, national organizations	To increase accessibility to Lay Ecclesial Ministry formation, best practices research should be done and disseminated that identifies programs which successfully minimize barriers to ministry formation and increase access.	
10	Formation for Underserved Populations	Schools, Colleges and Institutes	In order to address pastoral needs specific to local communities in all of their diversity, institutions engaged in the promotion of lay ministers should require and provide necessary resources (human, material, etc.) for discernment and empowerment of these ministers.	184
26	Methodology and Content of LEM Formation	All parties	For the USCCB to initiate a dialogue between key leaders in seminary formation and those involved in the formation of lay ecclesial ministers to identify common competencies and then to find specific ways of bringing their formation together to enhance working relationships between clerical and lay ministers in parish, diocesan, and other ecclesial settings.	
24	Methodology and Content of LEM Formation	Diocesan Offices	Formation of Lay Ecclesial Ministers needs to be multi-level, diverse, based on collaborative discernment, and include life experience with attention to particular skills for the different ministries, while maintaining and updating established competencies.	
21	Methodology and Content of LEM Formation	Bishops, Diocesan Offices, National Lay Ministry Organizations, Lay Ecclesial Ministers	Certification of Lay Ecclesial Ministers should allow for: 1. Cultural adaptations; 2. Additional competencies for ministry specializations; and 3. Different categories of certification such as practitioner, professional, and master's.	

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21	Methodology and Content of LEM Formation	USCCB, Diocesan offices, Colleges/Schools, Pastoral Institutes	That a study be commissioned to determine the best practices in existing lay ecclesial ministry formation programs, making sure that the programs address all of the national standards (specifically multicultural elements). The best programs ideally also would be easily adapted by individual dioceses and institutes.	
18	Methodology and Content of LEM Formation	Diocesan Offices, Bishops, Catholic colleges or graduate schools, Pastoral Institutes, National Lay Ministry Organizations	Formation directors and programs should intentionally include contextual factors such as: family systems, cultural perspectives and worldviews, and how they affect operative ecclesiologies in both recruitment and curriculum development.	
15	Methodology and Content of LEM Formation	Bishops, Professional Organizations, Academic Institutions	That a study be undertaken which leads toward re-imagining how to provide formation for lay persons, building on their experience, appropriate to their specific ministry, while ensuring availability and access for all cultural and economic groups.	
13	Methodology and Content of LEM Formation	Catholic colleges	To invest (time, money, experiments) in hybrid forms of education (face to face and technologically interactive) that cultivate diverse modes of participation in formation programs.	
8	Methodology and Content of LEM Formation		<u>Empower</u> those under formation to understand the complex signs of the times (i.e. ecology, immigration, poverty, and homosexuality) that impact our lives and articulate and communicate with empathy and pastoral love, the Church's teaching on these issues	
8	Methodology and Content of LEM Formation	Diocesan offices, Collegial institutions and Schools of Theology	That all Lay Ecclesial Ministry programs include immersion experiences (cultural, economic or ethnic) within a theological reflection process.	
4	Methodology and Content of LEM Formation	Bishops, Catholic Colleges, Pastoral Institutes	Incorporate mutual accountability language into formation programs and ongoing assessment.	

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3	Methodology and Content of LEM Formation	Colleges/Schools Pastoral Institutes	Within their formation programs, each educational institution emphasizes comprehensive formation that goes beyond educational knowledge but also stresses ongoing formation after the formal program is finished.	
3	Methodology and Content of LEM Formation	All types of ministry formation programs	That all ministry formation programs within a diocese collaborate to make available all four elements of formation: human, spiritual, intellectual and pastoral	
2	Methodology and Content of LEM Formation		Diocesan level of formation/education should offer a multi-tiered process paying attention to the four pillars of formation outlined in Co-Workers.	
2	Methodology and Content of LEM Formation	Diocesan offices, Collegial institutions and Schools of Theology, Pastoral institutes, Lay Ecclesial Ministers, National Lay Ministry Organizations	Lay Ecclesial Ministry programs should implement a process of ministry formation that moves from initial formation to life-long.	168
21	National Standards for LEM Formation	USCCB, Diocesan offices, Colleges/Schools, Pastoral Institutes	That a study be commissioned to determine the best practices in existing lay ecclesial ministry formation programs, making sure that the programs address all of the national standards (specifically multicultural elements). The best programs ideally also would be easily adapted by individual dioceses and institutes.	
11	National Standards for LEM Formation	Bishops, Parish Leadership, and Lay Ecclesial Ministers	That the diocesan bishop consult with clergy and lay ecclesial ministers to determine minimum requirements for various lay ecclesial ministerial positions, and that each group holds one another mutually accountable in complying with these standards.	
11	National Standards for LEM Formation	USCCB	That the USCCB will endorse the present work of the Alliance revising the national certification standards for lay ecclesial ministers and will invite all national church organizations to work toward acceptable minimal competencies for all groups.	

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10	National Standards for LEM Formation	Colleges/Universities	That AGPIM and USCCB/CCA engage in initial conversations about how they might develop a national clearing house of what is taught in lay ministry formation programs (graduate and diocesan) to clarify what in each of the four elements of formation is included (eases portability for the ministers).	
9	National Standards for LEM Formation	Bishops, dioceses, Catholic colleges, national ministry associations	To implement a national certification process for lay ecclesial ministry.	
8	National Standards for LEM Formation	Bishops	We urge the bishops to make a BA degree the minimum and a masters degree the preferred standard for lay ecclesial ministry.	
7	National Standards for LEM Formation	Pastoral Institutes, colleges, graduate schools	That ministry formation programs adopt the formation recommendations outlined in Co-Workers as normative for regular review and assessment of their programs.	
7	National Standards for LEM Formation	USCCB and other national organizations	National formulation of criteria for acceptance and criteria for continuing evaluation of participants in academic and diocesan ministerial preparation programs should occur, in order to insure their suitability for ministry.	
5	National Standards for LEM Formation	Catholic colleges or graduate schools; USCCB	Develop specific competencies that can be quantified and measured for formation in accordance with the ministerial responsibility of the ecclesial minister.	
2	National Standards for LEM Formation		Each diocese should provide support for the implementation of Co-Workers in the Vineyard of the Lord and the National Certification Standards for Lay Ecclesial Ministry.	
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24	Promotion of Lay Ecclesial Ministry	Parish and Diocesan Leadership	For pastors and parish councils as well as diocesan ministry offices to include in their agenda at least once a year identifying women and men in the parish/diocese who they would recommend for further formation, then invite and encourage these people to pursue that formation. They should be mindful of calling forth under-represented folks and strategize how the parish/diocese will concretely support their formation, including financially.	
15	Promotion of Lay Ecclesial Ministry	Colleges/Universities and Lay Ministry Formation Programs	AGPIM and Lay Ministry Formation Programs annually examine how they intentionally engage the local church (pastor and bishop) of the women and men in formation to broaden the awareness of pastors, open opportunities for pastoral experience for the learners, and ask the community for ongoing prayerful support for those preparing for/serving in lay ecclesial ministry (similar to what is done for seminarians). A helpful outgrowth of these examinations might be disseminating related best practices.	
10	Promotion of Lay Ecclesial Ministry	Bishops, Parish Leadership	The Church, especially its ordained leadership, needs to support the idea and value of Lay Ecclesial Ministry formation in prayer and action, including adequate financial support.	49

FORMATION RECOMMENDATIONS BY TABLE: August 1, 2007

<u><i>Count</i></u>	<u><i>Table</i></u>	<u><i>Audience</i></u>	<u><i>Recommendation</i></u>
42	Table 3 Formation 1	Cath Colleges, universities, Pastoral Institutes	1- Incorporate cultural immersion experiences into formation that: Identify one's own cultural assumptions, Teach the skills that enable one to enter into reciprocal dialogue with another culture, and incorporate the insights into understanding of ministry and Church.
42	Table 9 Formation 1	All	Besides formation programs that confer a Bachelor's or Master's degree, discerning laity for lay ecclesial ministry should have alternative formation choices that recognize their experiences and education that meet that National Certification Standards for Lay Ecclesial Ministers.
31	Table 12 Formation 1	Bishops, Diocesan Offices, Catholic Colleges or Grad Schools	Identify and recognize those called and gifted for Lay Ecclesial Ministry within populations that are not being served by existing formation program (due to issues of cultural diversity and being geographically isolated) study existing "best practices" and adapt them to address the unmet need.
29	Table 17 Formation 1		Formation programs, at all levels, need to incorporate a commitment to form ministers for a cultural diverse Church and society giving them the tools, methodologies, and experiences to promote ecclesial integration.
26	Table 24 Formation 1	all parties	USCCB initiate a dialogue between key leaders in seminary formation and those involved in the formation of lay ecclesial ministers to identify common competencies and then to find specific ways of bringing their formation together to enhance the working relationship in parish, diocesan, and other ecclesial settings.

25	Table 8 Formation 1	Bishops and Other (Committee of Laity)	The USCCB Commission of Laity will undertake a national assesment of availability and accessibility of formation programs (degree and non-degree) to identify regions in need and systemic obstacles to Lay Ecclecial Minister obtaining formation.
24	Table 5 Formation 2	Parish and Diocesan Leadership	Pastors and parish councils as well as diocesan ministry offices include in their agenda at least once a year identifying women and men in the parish/diocese who would recommend for further formation then invite and encourage these people to pursue that formation. Be mindful of calling forth under-represented folks and how the parish/diocese will concretely support the formation, including \$.
24	Table 7 Formation 2	Diocesan Offices	Formation of Lay Ecclesial Ministers needs to be multi-level, diverse, based on collaborative discernment and include life experience with attention to particular skills for the different ministries, while maintaining and updating established competencies.
24	Table 19 Formation 1	USCCB CCA, national organizations, diocesan offices	The USCCB/CCA should revise substantially the accreditation process for ministry formation programs, so to increase access and utilization of this process by all (diocesan and university) ministry formation programs. This revision should include the development of accreditation standards that identify (at least minimum requirements) standards for certificate, BA, and MA programs including but not limited to the number of hours of study, curriculum outcomes, assessment, etc. such as the requirements for CPE programs).
22	Table 13 Formation 2		We recommend that each recommendation that comes from this Symposium be shared with national organizations of priests and deacons, so that we may enter into intentional dialogue with our ordained co-workers.

22	Table 24 Formation 2	all parties	Leaders or their designates in those national organizations represented at this national symposium should form a task force to review current status of accessibility of formation in ministry and then to determine an action plan to ensure that opportunities for formation in ministry is accessible, affordable and flexible to be responsive to the cultural, economic, and geographic realities operative in the U.S. Catholic Church.
21	Table 10 Formation 3	Bishops, Diocesan Offices, National Lay Ministry Organizations, Lay Ecclesial Ministers	Certification of Lay Ecclesial Ministers should allow for: 1. Cultural adaptations 2. Additional competencies for ministry specializations 3. Different categories of certification such as practitioner, professional, and master's.
21	Table 16 Formation 3	Diocesan Offices, National Lay Ministry Organizations, Parish Leadership, Lay Ecclesial Ministers	Dioceses need to partner with educational institutions, ministry formation programs and certification programs to develop a pathway for those candidates who do not have an undergraduate degree but who need additional skills or learning to prepare for ministry.
21	Table 20 Formation 2	USCCB, Diocesan offices, Colleges/Schools, Pastoral Institutes	That a study be commissioned to determine the best practices in existing LEM formation programs, making sure that the programs address all of the national standards (specifically multicultural elements). The best programs ideally also would be easily adapted by individual dioceses and institutes.

18	Table 2 Formation 1	Diocesan Offices, Bishops, Catholic colleges or graduate schools, Pastoral Institutes, National Lay Ministry Organizations	Formation directors and programs should intentionally include contextual factors such as: family systems, cultural perspectives and worldviews and how they affect operative ecclesiologies in both recruitment and curriculum development.
18	Table 16 Formation 1	Bishops, Diocesan Offices	The document "Co-Workers in the Vineyard" increases the level of educational foundation required for lay ecclesial ministers. If this effort is to be successful, diocesan development offices need to raise awareness of and endowment for lay ecclesial ministers so that dioceses can give significant funding for theological education.
17	Table 11 Formation 2	Catholic colleges, diocesan offices, national organizations	To develop programs and initiatives to foster, among priests, deacons, and lay ecclesial ministers, attitudes and skills for willing and effective collaboration.
16	Table 16 Formation 2	Diocesan Offices, Pastoral Institutes, National Lay Ministry Organizations, Parish Leadership, Lay Ecclesial Ministers	As dioceses assemble a lay ecclesial ministry educational cohort, an all out effort needs to be made to attract candidates from all ethnic groups in the local church so that the church is fully represented in this effort. The education must be culturally and linguistically sensitive.

15	Table 2 Formation 2	Diocesan Offices, Bishops, Catholic colleges or graduate schools, Pastoral Institutes, National Lay Ministry Organizations	What we require we support thru: financial support, technical accesibility thru distance learning, scheduling flexibility, and time alloted in job responsibilities for initial and on-going formation.
15	Table 5 Formation 1	Colleges/Universiti es and Lay Ministry Formation Programs	AGPIM and Lay Ministry Formation Programs annually examine how they intentionally engage the local church (pastor and bishop) of the women and men in formation to broaden the awareness of pastors, open opportunities for pastoral experience for the learners, provide ask the community for ongoing support prayerful support for those preparing for/serving in lay ecclesial ministry (similar to what is done for seminarians). A helpful outgrowth of these examinations might be disseminating related best practices.
15	Table 10 Formation 2	Bishops, Diocesan Offices, Parish Leadership, Lay Ecclesial Ministers, and Other (Diocesan Finance Council)	Dicoeses, parishes, and the individual should share the costs of the education of Lay Ecclesial Ministers, who need and deserve proper formation.
15	Table 23 Formation 1	Bishops, Professional Organizations Academic Institutions	That a study be undertaken which leads toward re-imagining how to provide formation for lay persons, building on their experience, appropriate to their specific ministry, while ensuring availability and access for all cultural and economic groups.

15	Table 25 Formation 1	bishops/pastors	Respective of ethnic diversity, enforcement of canon 231 should occur by bishops and pastors, along with the provision of time and money for formation (e.g., endowments, loan forgiveness programs)
14	Table 6 Formation 1	All	A requirement for cultural and language proficiency appropriate to the local church. Geared to level of ministry formation (practioner, professional & masters.
14	Table 20 Formation 1	National organizations serving LEMs	That national organizations serving LEMs would develop programs and strategies aimed at lifelong formation, especially the creation of a Sabbatical program for LEMs. Dioceses and parishes would need to support the LEM seeking to take a paid sabbatical as well, but the national organizations would develop criteria and identify sources of funding for the sabbatical programs.
13	Table 11 Formation 1	Catholic colleges	To invest (time, money, experiments) in hybrid forms of education (face to face and technologically interactive) that cultivate diverse modes of participation in formation programs.
12	Table 6 Formation 2	All	Depending on the level of formation, programs which form pastoral ministers seek regular feedback from parishes/dioceses where graduates minister to ascertain the success of the formation program visa vis the level experience of the minister – in order to use that feedback to improve the formation program.
12	Table 9 Formation 2	All	Lay ecclesial ministry formation programs need to take into account the family dynamics of discerning laity in its program design, cost, and time requirement that impact famiy and personal well-being.
12	Table 10 Formation 1	Bishops, Diocesan Offices, and Other (State Catholic Conference)	At the direction of the bishops within state Catholic conferences, diocesan staffs should collaborate with USCCB/CCA to develop certification processes that are transferable among dioceses within the state.
11	Table 4 Formation 1	Bishops, Catholic Colleges or Grad Schools, Parish Leadership	Provide tools to help pastoral leaders create job descriptions for Lay Ecclesial Ministers grounded in the pastoral needs of the local community and that can be used to asses ministerial performance and provide direction for continuting formation.

11	Table 13 Formation 1	Bishops, Parish Leadership, and Lay Ecclesial Ministers	We recommend that the diocesan bishop consult with clergy and lay ecclesial minister to determine minimum requirements for various lay ecclesial ministerial positions, and that each groups hold one another mutually accountable in complying with these standards.
11	Table 14 Formation 2	USSB	That the USCCB will endorse the present work of the Alliance revising the national standards for lay ecclesial ministers and will invite all national church organizaitons to work toward acceptable minimal competencies for all groups.
11	Table 19 Formation 2	Bishops, universities, national organizations	To increase accessibility to LEM formation, best practices research should be done and disseminated that identifies programs which successfully minimize barriers to ministry formation and increase access.
10	Table 1 Formation3	Bishops and Diocesan Offices	The diocese should establish sabbatical policies for lay ecclesial ministers consistent with and equivelent to those extended to diocesan priests.
10	Table 5 Formation 3	Colleges/Universiti es	AGPIM and USCC/CCA engage in initial conversations about how might develop a national clearing house to what is taught in the lay ministry formation programs (graduate and diocesan) to clarify what in each of the four elements of formation is included(eases portability for the ministers).
10	Table 7 Formation 1	Bishops, Parish Leadership	The Church, especially its ordained leadership needs to support the idea and value of Lay Ecclesial Ministry formation in prayer and action, including adequate financial support.
10	Table 14 Formation 1	Schools, Colleges and Institutes	In order to address pastoral needs specific to local communities, in all of their diversity, institutions engaged in the promotion of lay ministers should require and provide necessary resources (human, material, etc.) for discernment and empowerment of those ministers.
10	Table 17 Formation 3		A parish, diocese, Catholic institution, or organization should support the continuing formation of lay ecclesial ministers financially and otherwise (ie continuing education, spiritual direction, and retreat).

10	Table 23 Formation 2	Bishops	Devise ways to ensure support for lay ecclesial ministry formation similar to other programs (e.g., deacons, clergy.).
9	Table 11 Formation 3	Bishops, dioceses, Catholic colleges, national ministry associations	To implement a national certification process for lay ecclesial ministry.
9	Table 15 Formation 2	USCCB; certifying agents; Bishops	To require ongoing personal, intellectual, spiritual and pastoral formation and support in order to keep competencies current and ensure accountability from both the minister and the community.
9	Table 22 Formation 2	Diocesan offices	In acknowledging the lay character of LEM, church provides on-the-job time and financial resources for ongoing formation (retreats, spiritual direction, continuing education, adoption of healthy lifestyles).
8	Table 1 Formation 2	Bishops	We urge the bishops to make a BA degree the minimum and a masters degree the preferred standard for lay ecclesial ministry
8	Table 17 Formation 2		Formation program <u>empower</u> those under formation to understand the complex signs of the times (ie ecology, immigration, poverty, and homosexuality) that impact our lives and articulate and communicate with empathy and pastoral love, the Church teaching on these issues.
8	Table 21 Formation 2	Diocesan offices, Collegial institutions and Schools of	All Lay Ecclesial Ministry Programs include immersion experiences (cultural, economic or ethnic) within a theological reflection process.
7	Table 22 Formation 1	Pastoral Inst, colleges, grad.school	We recommend that ministry formation programs adopt the formation recommendations outlined in Co-Workers as normative for regular review and assessment of their programs.
7	Table 25 Formation 2	USCCB and other national organizations	National formulation of criteria for acceptance and criteria for continuing evaluation of participants in academic and diocesan ministerial preparation programs should occur, in order to insure their suitability for ministry.

6	Table 1 Formation 1	Diocesan Offices and Parish Leadership	The hiring agency provides ongoing funding (minimum of 50%) for education and formation of lay ecclesial ministers.
6	Table 4 Formation 2	Catholic Colleges or Grad Schools, Pastoral Institutes	"Leadership" should be studied, practice, and assessed in the formation of all Church ministers.
5	Table 15 Formation 1	Catholic colleges or graduate schools; USCCB	Develop specific competencies that can be quantified and measured for formation in accordance with the ministerial responsibility of the ecclesial minister.
4	Table 3 Formation 2	Bishops, Cath Colleges, Past. Institutes	2- Incorporate mutual accountability language into formation programs and ongoing assessment.
3	Table 14 Formation 3	Colleges/Schools Pastoral Institutes	Within their formation programs, each education institution emphasizes comprehensive formation that goes beyond educational knowledge but also stresses ongoing formation after the formal program is finished.
3	Table 21 Formation 1	All types of ministry formation programs	That all Ministry Formation programs within a diocese collaborate to make available all four elements of formation: human, spiritual, intellectual and pastoral
2	Table 8 Formation 2	Bishops and Diocesan Offices	Each diocese should make available and accessible a graduate program for Lay Ecclesial Ministers.
2	Table 8 Formation 3		Each diocese should provide support for the implementation of co-workers of the Lord and the National Certification Standards for Lay Ecclesial Ministry.
2	Table 18 Formation 1		Every diocese should require the highest level of formation/education it is able to support.
2	Table 18 Formation 2		Diocesan level of formation/education should offer a multi-tiered process paying attention to the four pillars of formation outlined in co-workers.

<p>2</p>	<p>Table 21 Formation 3</p>	<p>Diocesan offices, Collegial institutions and Schools of Theology, Pastoral institutes, Lay Ecclesial Ministers, National Lay Ministry Organizations</p>	<p>Lay Ecclesial Ministry programs implement a process of ministry formation that moves from initial formation to life-long.</p>
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