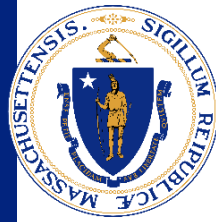**Contracted Provider Core Service Training Series:**

Family Child Care (FCC) Systems

Today's Agenda

1   **Welcome & Introductions**

2   **FCC Systems: Roles & Impact**
- **Administrative & Staffing Foundations**
- **Educator Support & Quality**

3   **Family Services and Collaborative Partnerships**

    LUNCH Break

4   **Program Monitoring & Record Keeping**

MASSACHUSETTS
Department of
Early Education and Care

FCC Systems: Supporting Educators, Children, and Families

Family Child Care (FCC) Systems play a vital role in the infrastructure supporting children, families, and educators. The Department of Early Education and Care (EEC) aims to accelerate, enhance, and expand best practices while collaborating with FCC Systems to refine approaches that meet service requirements.

FCC Systems provide administrative and quality improvement support for affiliated FCC educators while respecting them as independent business owners.

MASSACHUSETTS
Department of
Early Education and Care

The Role of FCC Systems

Administrative Support

FCC Systems provide administrative support to educators to ensure families and children receive required services in compliance with EEC & CCFA policies and the Income Eligible and Priority Populations contracts.
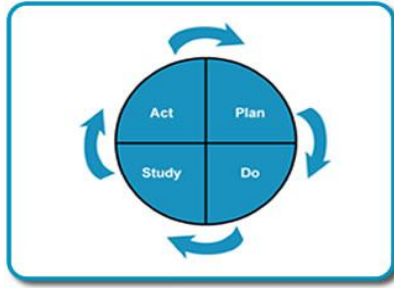
Quality Improvement

 FCC Systems provides quality improvement support to educators through coaching and professional development, aimed at enhancing their practices, environments, and business operations.

Partnership Approach

EEC requires FCC Systems to partner with and respect educators as independent business owners.

Educator Diversity & Feedback

Systems must recruit educators reflecting the linguistic, ethnic, and cultural diversity of the areas served. They must develop opportunities for educator feedback in policy development, including advisory committees or surveys.

Administrative expectations and services to be provided to affiliated FCC educators

1. FCC System Administrative Requirements

2. System Staffing

3. FCC Educator Support Services

4. Professional Learning Opportunities

5. Continuous Quality Improvement Planning

6. Coordination with EEC Regional Offices

7. Shared Administrative Support Services

8. Family Services

9. Coordination and Communication with Public School Districts and Early Intervention

10. Program Monitoring and Record Keeping

Building Strong Relationships: Written Agreements in Family Child Care Systems

- Creating clear, transparent relationships, roles and responsibilities between Family Child Care educators and the FCC System is essential for sustainable, equitable partnerships

- Serve as the foundation for these relationships, establishing expectations while respecting the independence as business owners. These agreements cannot prevent educators from recruiting children outside the network or functioning as independent businesses

- Renewed annually and made available in educator's native languages to ensure full understanding and engagement

- Protect both parties while creating a framework for high-quality care that benefits children, families, and educators alike

- The FCC system and affiliated educators maintain a vendor-independent contractor relationship
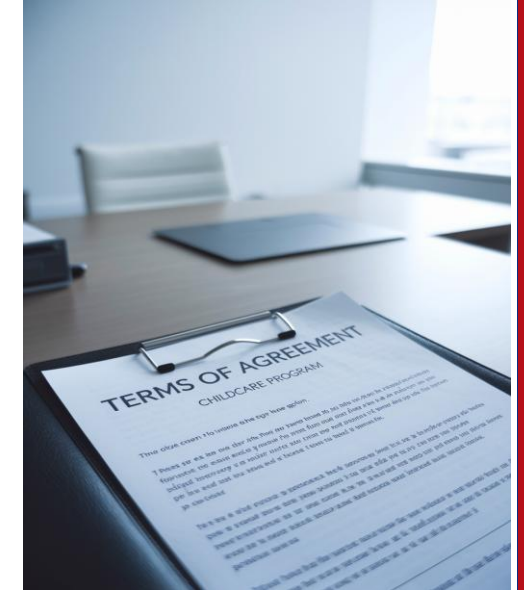
FCC Educator Agreements

FCC Systems must develop FCC Educator Agreements establish the system's policies and procedures, including expectations for FCCs and the FCC System

- Program hours and days of operation
- Holidays, sick days, snow days, vacations, and emergencies
  - Approved Closures
- Substitute and back up care
- Enrollment expectations, including placement protocols and expectations
- Expectations related to confidentiality and sharing of information
- Professional learning participation requirements and reimbursement expectations
- Expectations of participation in home visiting/ coaching and mentoring activities
- Expectations for coordination when working with families, including communication expectations for changes reported
- Required understanding of CCFA Policies and Procedures
- Terms under which the system will manage provider billing and fee collection
- Priority Populations: Child access to services (Early Intervention, Individual Education Plans (IEP), Visitation (DCF)
- Termination of Agreement policies

Let's Share

- What are you already doing that works well?

- What aspects of your practice do you find most effective?

- What could be improved about your practice to make it more efficient or effective?

- What are some of the challenges you've encountered to meet these requirements?

- How can EEC best support you in adhering to these requirements?

MASSACHUSETTS
Department of Early Education and Care

FCC System Staffing

MASSACHUSETTS
**Department of
Early Education and Care**

FCC System Educational Leader

- At least one designated educational leader

- Responsible for working with program site staff to plan and implement professional learning opportunities for educators and support engagement in continuous quality improvement

- Unique role that is available to all program sites and supplemental to the minimum number of staff required to meet licensing requirements

- Training in principles of adult learning, best practices, EEC child care licensing regulations and policies and approached to professional learning

In practice, this looks like...

Creates opportunities for collaboration and soliciting input from educators and families

Provides oversight, resources and training for home visitors to facilitate program level planning with an aligned vision for quality

Plan intentional and ongoing job-embedded professional development for FCCs to facilitate improvement and growth

Support home visitors to work with FCC educators to plan for improvement, review data, identify goals and actionable steps and reflect on progress

Family Child Care Home Visitor

- Provide technical assistance, consultation, and coaching to affiliated educators

- EEC recommends each home visitor support no more than 20 affiliated FCCs; 15 if combined with other roles

- Must have training in adult learning principles, best practices in early childhood and out-of-school-time, and EEC child care licensing regulations, and approaches to professional learning, including technical assistance (i.e. coaching, mentoring, consultation)

- Experience working in FCC or supporting FCC educators, bringing practical knowledge to their role in supporting educators' development and compliance

- EEC Lead Teacher certification, a CDA credential, or a Child Development Associate Home Visitor credential

In practice, this looks like...

Primary point of contact for FCC educators, providing consistent guidance and resources to enhance the quality of care and education services

Support licensing compliance, EEC technology systems and quality practices

Visits available to affiliated FCC educators and tailored to professional development and continuous improvement goals

Visits include modeling, observation, demonstration, and reflection time

Coordinate with other support providers to ensure quality of services for educators and families

MASSACHUSETTS
Department of
Early Education and Care

FCC System Family Focused Staff Person

- Supports educators in developing inclusive, respectful processes and programs
- Complete EEC-sponsored trainings in trauma-informed care, reflective practices, and the Family Engagement Framework
- Robust understanding of region and communities served to build partnerships, and empower families to build their own systems of support
- FCC Systems must assign a direct support service family-focused staff role to each FCC educator in the system

In practice, this looks like...

| Supporting FCCs in engaging respectfully with families and understanding their individual child care needs | Ensuring communication with families happens in a culturally responsive way, in their preferred language when possible | Engaging parents to access the needs of the whole family, through child care service planning and family supports | Partnering with families in developmental screenings and understanding ASQ results | Coordinating access and delivery of additional services; and connection to community supports and local partners |

Child Care Financial Assistance Administrator

- Must have identified administrative staff persons

- The staff's responsible for the following processes: enrollment, billing, paperwork, and monitoring (e.g., Liaison, coordinators, Billing, or enrollment specialist).

- Staff should have a complete understanding of the Child Care Financial policies, procedures and systems

In practice, this looks like...

Knowledgeable of CCFA policy and procedural development

Participate in EEC Child Care Financial Assistance training and meetings on a regular basis

Use all EEC systems such as CCFA system, Kinderwait, etc.

Supporting the programs internal monitoring systems

Support for FCC System Staff

Successful bidders are responsible for ensuring that all System staff have the appropriate training

- Provide opportunities for direct service staff to learn collaboratively with peers
- Make staff available for training from EEC and its relevant partners, prioritizing coordination and participation in EEC required training as it becomes available

Staff that provide supervision and professional learning for direct service staff should, at minimum:

- Implement strategies to monitor performance
- Provide individual supervision at least monthly

MASSACHUSETTS
Department of
Early Education and Care

FCC Educator Support Services

MASSACHUSETTS
**Department of
Early Education and Care**

FCC Educator Support Services

Safe and Supportive Learning Environment

- Support for creating safe, supportive learning environments

Quality Improvement

- Regular home visits focused on enhancing quality

Family Engagement

- Support for respectful family partnerships

Professional Growth

- Advancement of knowledge and skills

Shared Administrative Support Services

- Enrollment, low-cost benefits, human resources advising, IT, substitute services, etc.

MASSACHUSETTS
**Department of
Early Education and Care**

Continuous Quality Improvement, Professional Development and Home Visits

MASSACHUSETTS
**Department of
Early Education and Care**

Organizing Around Quality

Responsive and Supportive Interactions

Curriculum and Assessment

Environment

Family and Community Engagement

Leadership and Professional Learning

Business Practices

MASSACHUSETTS
Department of
Early Education and Care

# Continuous Quality Improvement Requirements

+ **Facilitate Continuous Improvement Plans:** guide educators in creating improvement plans that align with EEC requirements and coordinate access to professional development
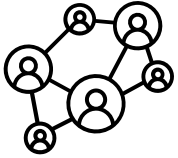
Maintain CQIP: maintain a Continuous Quality Improvement Plan (CQIP) for each educator.

MASSACHUSETTS
Department of
Early Education and Care

# Professional Learning Opportunities Requirements
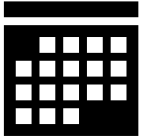
Professional Learning Plan: Systems must create and submit an annual plan to EEC detailing 5 professional development days for educators.

Peer Networking: Systems must provide regular opportunities for peer networking, mentoring, and collaboration.

Required Training: Systems must ensure access to training that meets EEC requirements and addresses needs identified during site visits.
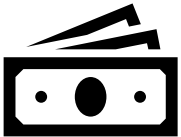
Compensation: Educators must be compensated for time spent in professional learning

Home visits

Training

Peer Learning
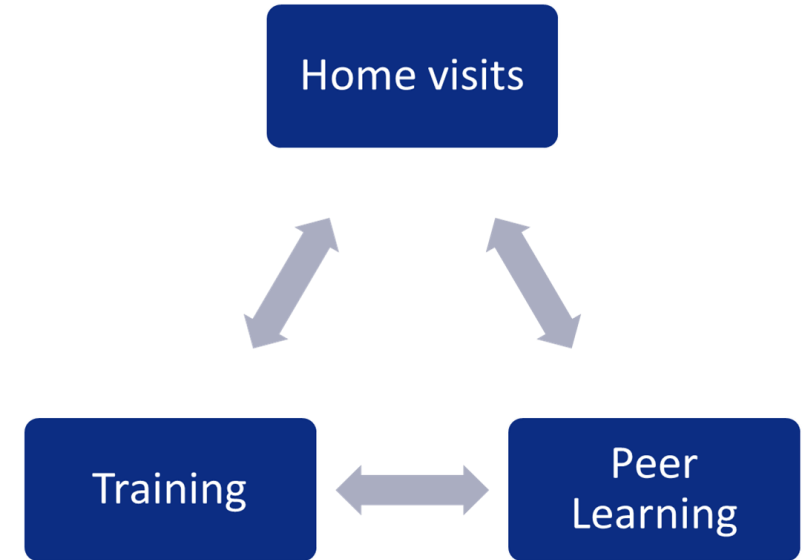
Home Visit Requirements

Home visitors serve as the primary point of contact for FCC educators, providing consistent guidance and resources to enhance the quality of care and education services

Number of Visits: make visits available at least 2x per month to all affiliated FCC educators, with additional support for higher-need providers. Each visit must last at least 30 minutes

**Minimum Duration:** Each visit must last at least 30 minutes
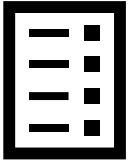
Planned Goals: Visits must have planned goals aligned with EEC policies, the contract and individualized educator needs
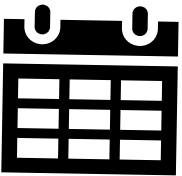
Announced Visits: All visits must be scheduled and announced in advance

Required Topics for Home Visits

•**Licensing Compliance:** Ensure educators understand and meet all regulatory requirements

•**Contract Compliance:** Ensure educators understand and meet all contractual requirements

•**Quality Practices:** Support improvement across all domains of quality practice

•**Quality Improvement Planning:** Develop and reflect on a continuous quality improvement plan (CQIP)

•**Support educator growth:** support for professional advancement, coordination of development opportunities

•**EEC Technology Systems:** Providing support for navigating required technology platforms

MASSACHUSETTS
**Department of
Early Education and Care**
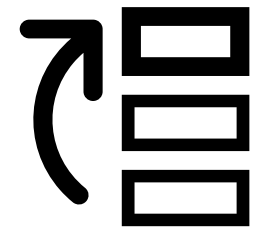
# Essential Components of Home Visits

Observation: observe educator practices to provide context-specific feedback

Modeling: demonstrate effective practices to provide concrete examples

Reflection: facilitate discussion and reflection to help educators internalize new practices

Support practice implementation: support educators in implementing new practices from training or coursework
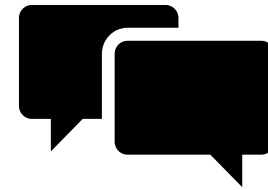
Continuous Quality Improvement and Professional Development Plan Next Steps

Participate in Leading Continuous Quality Improvement (CQI): Putting the Playbook into Practice

- One educational leader per contracted provider is required
- Four-part training series begins in May, please register on EEC's StrongStart LMS
- Additional cohorts will occur in FY26

Work with your Program Quality Specialist for technical assistance and support for CQI and Professional Development planning

Upon completion of the training, submit your CQIP and Professional Development Plan to your Program Quality Specialist

MASSACHUSETTS
Department of
Early Education and Care

Early Childhood Educator (ECE) Scholarship

The ECE Scholarship is open to educators who educators who work in EEC licensed or funded center-based, FCC, out-of-school time or residential placements programs AND FCC Systems staff who work directly with educators, children and/or families.

- The ECE Scholarship is financial aid for students seeking a **certificate or degree** (associate, bachelor's or master's) at an eligible college/university.

- You must complete the FAFSA (or MASFA) before you can apply for the ECE Scholarship, but the scholarship is not based on financial need.

- The application will open in early May for the 2025-2026 academic year.

Visit the EEC ECE Scholarship webpage for specific eligibility and application information.

Learn more at a virtual information session (in English, Spanish and Portuguese)

SCAN ME

MASSACHUSETTS
Department of
Early Education and Care

Guiding Questions to Share

- How do your current practices reflect the expectation for this approach?

- What areas do you need support to achieve these expectations?

- Do you have specific tools that support your educational leaders and home visitors to implement these practices?

- What supports do you/or your home visitors need from EEC to implement the support services?

MASSACHUSETTS
Department of
Early Education and Care

Family Services & Collaborative Partnerships

MASSACHUSETTS
**Department of
Early Education and Care**

Family Services and Accessibility

Accessible Offices: Maintain public-facing offices in each contracted region for families and the public
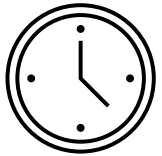
Extended Availability: Provide staff availability for at least 10 hours each weekday via phone or in person to address family needs
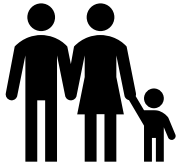
Family Involvement: Create opportunities for family participation in policy development and program improvements through advisory committees and feedback channels. Systems should also engage families in family engagement activities.

MASSACHUSETTS
**Department of
Early Education and Care**

Substitute and Backup Care Services

During the enrollment process FCC Systems must educate families on the Back up and Substitute services

Qualified Substitutes: Locate and vet qualified substitute FCC educators who meet regulatory and quality standards.

Secure Record Transfer: Facilitate secure and confidential transfer of child records to substitutes.

Parental Consent: Ensure parents are informed and provide consent before substitute care.

Quality Monitoring: Maintain oversight to ensure consistent quality and adherence to routines and needs during substitute care.

Educator-Family Matching and Support

Comprehensive Provider Information: Provide detailed information about providers to families for informed decisions.

Pre-Enrollment Home Visits: Arrange home visits for families to meet providers and discuss needs.

Compatibility Assessment: Facilitate assessment of compatibility between families and providers/educators.

Ongoing Relationship Support: Provide continuous support to strengthen provider-family relationships and prevent mismatches.

Emphasis on Thoughtful Matching: Focus on thoughtful matching to reduce disruptions.

Coordination with EEC Regional Offices

Regular Communication: Maintain monthly contact with EEC regional offices and report contract concerns/questions to Family Access Specialist immediately

Collaborative Problem-Solving: Work with EEC and partners to address challenges and support educators

Mandatory Attendance: Attend all EEC required meetings

Immediate Reporting: Immediately report regulatory compliance issues to the EEC

Relationship Building: Build relationships with EEC licensors, Quality specialists, and Family Access specialists

Prompt Issue Resolution: Communicate concerns from program visits promptly for collaborative resolution

MASSACHUSETTS
**Department of
Early Education and Care**

Coordination and Communication with Public School Districts and Early Intervention
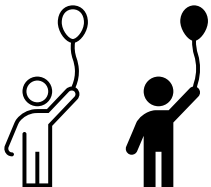
- Bridge educational services for families through access to service in the FCC home if needed or transitional planning

- Coordinate with schools to support crucial transitions families face

- Build strong partnerships with districts and early intervention programs

- Create seamless handoffs between educational milestones

MASSACHUSETTS
Department of
Early Education and Care

Coordination and Communication with Key Partners

- Bridge communication between partners and FCC Educators (DCF, EOHLC, EI, etc.)

- Coordinate with key partners to support crucial transitions families face

- Build strong partnerships and community mapping to support meaningful service delivery and referrals for parents, especially those in priority population contracted seats
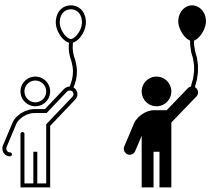
- Create seamless handoffs between educational milestones and supporting the development of the individualized family plans

Coordinating Support Within Your System

Regular Communication

- Establish consistent updates between providers/educators

Shared Learning Plans

- Align educational goals

Family Advocacy

- Empower parents as educational partners

Proactive Problem Solving

- Consulting with partners to reach positive outcomes

Check for understanding

- Share an example of successful coordination across multiple partners

- Share an example when it did not go so well, and what you learned

- What is something you want to focus on in your organization to support better coordination?

Program Monitoring and Record Keeping

Record Keeping

Individual FCC Educator File must have the following documentation on file:

FCC Educator Application	EEC License	Signed copy of provider agreements and any amendments
Up to date Continuous Quality Improvement Plan	Technical assistance documentation, including date and type of training	Home Visit documentation

EEC encourages programs to maintain both paper and digital records.

Record Keeping

Programs must keep the following documentation on file:

Written procedures for internal provider/FCC system/FCC educator monitoring of the priority population family's files

Maintain a copy of and be familiar with the most up-to-date CCFA policies, procedures, and regulations.

Written verification of child/ren immunizations

(unless exemptions)

Maintain written procedures for addressing any suspected incident of child abuse or neglect

Maintain documentation of all complaints, allegations, and investigations regarding the provider/program.

EEC encourages programs to maintain both paper and digital records.

Program Monitoring: Required Reporting

FCC Educator Roster: Monthly

Program and Cost Report: Annually

EEC Fiscal Monitoring Documentation: As requested

MASSACHUSETTS
Department of
Early Education and Care

FCC Educator Over enrollment

FCC Systems must have policies in place to ensure there is no over enrollment at any time within an FCC Provider home.

When placing a child, confirm parent's schedule as well as the schedules of other children in the program.	Utilize FCC System Home Visits to review and confirm when there is enrollment that exceed the FCC Provider license capacity.	EEC Audit Unit runs a monthly report to review for potential over enrollment and will notify the FCC System if there are concerns. *EEC Audit Unit will notify EEC Licensing Staff, if needed, for unannounced visit.*

Any concerns about potential over enrollment contact eecsubsidymanagement@mass.gov.

MASSACHUSETTS
Department of Early Education and Care

Fiscal Management

FCC Educator Financial Management

FCC Systems work with FCC Educators with to ensure there is understanding on the financial management responsibilities.

Ensure educators understand EEC policies and procedures related reimbursements, billing, and payments.

Ensure educators are trained on the attendance and billing process developed by the FCC System.

Reimbursing providers per EEC rates and billing policies.

Reimbursing providers for services properly billed within five (5) business days of receiving payment for such services from EEC or as otherwise directed by EEC.

Assisting EEC, when applicable, in processing rate changes for providers

MASSACHUSETTS
Department of
Early Education and Care

Billing Updates: FCC Admin Fee

The CCFA System has been updated to include the FCC Admin daily reimbursement rate on voucher placements.

Approved Closures

FCC System Responsibilities

FCC Educators operating under a System are not required to use the same Flexible Closure Days as the FCC System Administrative Office.

FCC Systems to submit the Annual Submission of Closure Schedule to EEC.

FCC Systems are required to enter each FCC Educator's 12 Holiday closures (including holiday swaps if needed) into CCFA.

FCC Systems shall not schedule Professional Development Days for their Educators on State Holidays.

FCC Systems must provide all FCC Educators with written emergency protocols, including contact information for a designated on-call staff when the administrative office is closed.

MASSACHUSETTS Department of Early Education and Care

Paid Family and Medical Leave (PFML):

Paid Family and Medical Leave (PFML) - FCC Providers - Agenda

WHAT IS PFML?   PROCESS   REPORTS   QUESTIONS

What is PFML?

Paid Family and Medical Leave (PFML) is a state-offered benefit for anyone who works in Massachusetts. PFML allows eligible persons to take up to 26 weeks of paid leave for personal medical or family reasons.

PFML Tax Calculation:

1. What are the PFML tax rates?

The PFML tax rates represent the total contribution to PFML for both the employer (EEC) and the employee (childcare provider). The total contribution rate for Calendar Year 2025 is .88%. The .88% has 2 components: **Medical** leave and **Family** leave. The Medical leave portion is .70%. The Family leave portion is .18%.

- For the Medical leave portion, the employer (EEC) pays 60% of the .88% or .528%. The employee (provider) pays 40% of the .88% or .352%.

- For the Family leave portion, the employee (provider) pays the full .13%.

- Every 3 months, FCC Systems need to complete their quarterly report and submit contributions for FCC Providers for the previous calendar quarter through MassTaxConnect.

MASSACHUSETTS
Department of
Early Education and Care

Responsibility by group

There are four groups responsible for the proper execution of this procedure with varying roles.

Provider Role

CCRR or FCC System (Administrative) Role

Department of Family & Medical Leave (DFML) Role

EEC Role

MASSACHUSETTS
Department of Early Education and Care

Paid Family and Medical Leave (PFML) Reporting Process

Family Child Care System Compliance:

- Submission of DFML/PFML Reports to DOR (MassTax Connect)

- In accordance with the EEC Financial Assistance Procedures manual, FCC Systems are responsible for remitting to the Department of Revenue (DOR) the employer (FCC System/EEC) and employee (FCC Provider) portion of the PFML tax.

- The FCC Systems receives the funds through the subsidy monthly billing paid by EEC.

- FCC Systems are required to retain the confirmation email from MassTax Connect stating the quarterly report was filed.

- EEC Fiscal Monitors may perform reviews to determine if PFML payments were made to MassTax Connect.

MASSACHUSETTS
**Department of
Early Education and Care**

CCFA System Reports: SEIU/PFML Remittance Reports

CCFA System Reports: SEIU/PFML Remittance Reports

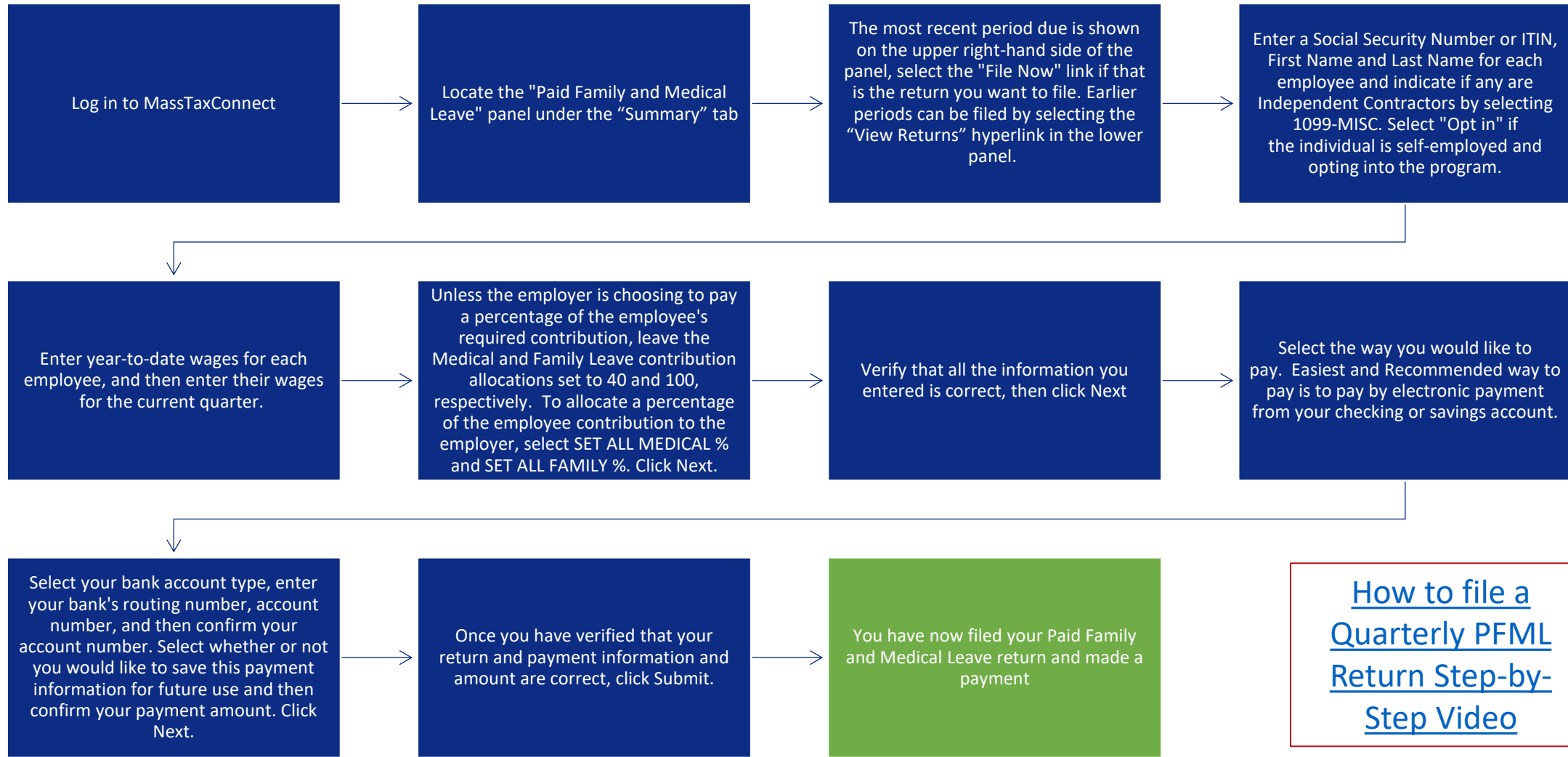| Provider Name	Service Month	Billing Month	Region	Total Child Care Billed	SEIU Basis	SEIU Dues Amount	SEIU COPE Pay	SEIU Expected Remittance	Copay	PFML Basis	PFML Provider	PFML Employee Medical	PFML Employee Family	PFML EEC Medical	PFML Remittance
SAMPLE	05/01/2023	06/01/2023	5	$3,252.64	$0.00	$0.00	$0.00	$0.00	($131.36)	$3,252.64	$0.00	$6.76	$3.57	$10.15	$20.48
SAMPLE	05/01/2023	06/01/2023	5	$1,936.76	$0.00	$0.00	$0.00	$0.00	($47.16)	$1,936.76	$0.00	$4.03	$2.13	$6.04	$12.20
SAMPLE	05/01/2023	06/01/2023	5	$4,740.55	$0.00	$0.00	$0.00	$0.00	($87.20)	$3,912.55	$0.00	$8.13	$4.30	$12.19	$24.62
SAMPLE	05/01/2023	06/01/2023	5	$1,266.27	$0.00	$0.00	$0.00	$0.00	$0.00	$1,266.27	$0.00	$2.63	$1.39	$3.95	$7.97
SAMPLE	05/01/2023	06/01/2023	5	$1,237.17	$0.00	$0.00	$0.00	$0.00	$0.00	$1,237.17	$0.00	$2.57	$1.36	$3.86	$7.79
SAMPLE	05/01/2023	06/01/2023	5	$581.76	$0.00	$0.00	$0.00	$0.00	$0.00	$581.76	$0.00	$1.21	$0.64	$1.82	$3.67
SAMPLE	05/01/2023	06/01/2023	5	$2,745.24	$0.00	$0.00	$0.00	$0.00	($418.14)	$2,745.24	$0.00	$5.72	$3.02	$8.56	$17.30
SAMPLE	05/01/2023	06/01/2023	5	$1,035.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,035.00	$0.00	$2.15	$1.14	$3.23	$6.52
SAMPLE	05/01/2023	06/01/2023	5	$4,839.51	$3,711.51	($55.89)	$0.00	$55.89	$0.00	$3,711.51	$0.00	$7.72	$4.08	$11.58	$23.38
SAMPLE	05/01/2023	06/01/2023	5	$1,717.40	$0.00	$0.00	$0.00	$0.00	$0.00	$1,717.40	$0.00	$3.57	$1.89	$5.36	$10.82
SAMPLE	05/01/2023	06/01/2023	5	$690.69	$0.00	$0.00	$0.00	$0.00	($145.59)	$690.69	$0.00	$1.44	$0.76	$2.15	$4.35
SAMPLE	05/01/2023	06/01/2023	5	$7,857.75	$7,857.75	($118.49)	($10.00)	$128.49	$0.00	$7,857.75	$0.00	$16.35	$8.65	$24.52	$49.52
SAMPLE	05/01/2023	06/01/2023	5	$4,333.15	$0.00	$0.00	$0.00	$0.00	($9.02)	$4,333.15	$0.00	$9.01	$4.77	$13.52	$27.30
SAMPLE	05/01/2023	06/01/2023	5	$854.26	$0.00	$0.00	$0.00	$0.00	$0.00	$854.26	$0.00	$1.78	$0.94	$2.67	$5.39
SAMPLE	04/01/2023	06/01/2023	5	$922.40	$0.00	$0.00	$0.00	$0.00	$0.00	$922.40	$0.00	$1.92	$1.01	$2.88	$5.81
SAMPLE	05/01/2023	06/01/2023	5	$1,060.76	$0.00	$0.00	$0.00	$0.00	$0.00	$1,060.76	$0.00	$2.21	$1.17	$3.31	$6.69
SAMPLE	05/01/2023	06/01/2023	5	$5,838.78	$0.00	$0.00	$0.00	$0.00	($164.22)	$5,838.78	$0.00	$12.14	$6.42	$18.22	$36.78
SAMPLE	05/01/2023	06/01/2023	5	$501.76	$501.76	($7.46)	$0.00	$7.46	$0.00	$501.76	$0.00	$1.04	$0.55	$1.57	$3.16
SAMPLE	05/01/2023	06/01/2023	5	$2,309.20	$0.00	$0.00	$0.00	$0.00	$0.00	$2,309.20	$0.00	$4.80	$2.54	$7.20	$14.54
SAMPLE	05/01/2023	06/01/2023	5	$1,210.80	$0.00	$0.00	$0.00	$0.00	$0.00	$1,210.80	$0.00	$2.52	$1.33	$3.78	$7.63

MASSACHUSETTS
Department of
Early Education and Care

Filing The Quarterly PFML Return

Log in to MassTaxConnect

→

Locate the "Paid Family and Medical Leave" panel under the "Summary" tab

→

The most recent period due is shown on the upper right-hand side of the panel, select the "File Now" link if that is the return you want to file. Earlier periods can be filed by selecting the "View Returns" hyperlink in the lower panel.

→

Enter a Social Security Number or ITIN, First Name and Last Name for each employee and indicate if any are Independent Contractors by selecting 1099-MISC. Select "Opt in" if the individual is self-employed and opting into the program.

Enter year-to-date wages for each employee, and then enter their wages for the current quarter.

→

Unless the employer is choosing to pay a percentage of the employee's required contribution, leave the Medical and Family Leave contribution allocations set to 40 and 100, respectively. To allocate a percentage of the employee contribution to the employer, select SET ALL MEDICAL % and SET ALL FAMILY %. Click Next.

→

Verify that all the information you entered is correct, then click Next

→

Select the way you would like to pay. Easiest and Recommended way to pay is to pay by electronic payment from your checking or savings account.

Select your bank account type, enter your bank's routing number, account number, and then confirm your account number. Select whether or not you would like to save this payment information for future use and then confirm your payment amount. Click Next.

→

Once you have verified that your return and payment information and amount are correct, click Submit.

→

You have now filed your Paid Family and Medical Leave return and made a payment

How to file a Quarterly PFML Return Step-by-Step Video

PFML – Mass. DOR – Form PFM

Paid Family Medical Leave
Schedule A. Wages

FORM PFM
Massachusetts Department of Revenue

SSN / ITIN	First Name	Last Name	Independent Contractor (Y/N)	Opt-In Individual (Y/N)	YTD Wages	Wages This Quarter	% of Medical Contribution Deducted from Employee	% of Family Contribution Deducted from Employee
008-42-9500	Kelly	Sample	N	Y	$15,941.67	$8,079.10	100	100
010-82-2354	Naomie	Sample	N	Y	$13,386.51	$8,032.56	100	100
011-75-6259	Ylena	Sample	N	Y	$70,444.25	$36,176.25	100	100
014-35-3692	Pammella	Sample	N	Y	$2,701.56	$2,701.56	100	100
014-56-3933	Wanda	Sample	N	Y	$7,697.04	$3,806.79	100	100
014-70-1622	Julie	Sample	N	Y	$2,844.88	$1,635.02	100	100
014-85-2594	Isabel	Sample	N	Y	$1,926.50	$1,926.50	100	100
015-52-9744	Victoria	Sample	N	Y	$1,679.82	$863.54	100	100
016-64-5879	Carmen	Sample	N	Y	$9,566.80	$6,977.75	100	100
016-64-9257	Maria	Sample	N	Y	$6,349.62	$3,178.50	100	100
016-74-4505	Rebecca	Sample	N	Y	$18,317.01	$7,755.87	100	100
017-48-9824	Terry	Sample	N	Y	$16,317.81	$7,670.45	100	100
017-56-1171	Jennifer	Sample	N	Y	$10,978.56	$5,442.31	100	100
017-56-3992	Tara	Sample	N	Y	$5,324.22	$1,774.74	100	100
017-66-7034	Resharia	Sample	N	Y	$17,585.37	$9,145.92	100	100
017-74-4505	Rebecca	Sample	N	Y	$2,805.27	$2,805.27	100	100
020-34-4847	Sandra	Sample	N	Y	$4,118.40	$2,059.20	100	100
020-48-4722	Naomie	Sample	N	Y	$16,012.89	$7,182.43	100	100
021-52-5355	Lita	Sample	N	Y	$2,188.24	$553.34	100	100
021-90-7744	Lucelia	Sample	N	Y	$31,905.81	$18,661.21	100	100

MASSACHUSETTS
Department of Early Education and Care

PFML Changes for 2025

The Department of Family and Medical Leave (DFML) recently announced changes to the contribution rate and to the maximum weekly benefit amount for Paid Family and Medical Leave (PFML) benefits to become effective the upcoming year. Below are descriptions of the changes.

Contribution Rates:

Will not change for calendar year 2025 the contribution rate on eligible employee wages will continue to be 0.88%.

As an employee of the Commonwealth of Massachusetts, your contribution will be 0.46% of your wages during 2025; the Commonwealth of Massachusetts will contribute the remaining 0.42% of the required 0.88%. This equals an approximately 50/50 split share in contributions.

Maximum Benefit Amount:

Beginning January 1, 2025, the maximum total amount that an eligible employee can receive in PFML benefits will be $1,170.64. This is a $21 increase from the 2024 maximum benefit amount of $1,149.90 per week. The state average weekly wage will increase slightly, by roughly $32, to $1,829.13.

MASSACHUSETTS
Department of
Early Education and Care

FCC Provider request for PFML

FCC Providers are eligible to use Intermittent Leave or a Reduced Leave Schedule only in increments that match the FCC Provider's child care financial assistance placements as either a full-time or part-time provider.

Application submitted to DFML

Notification to FCC System

Notification to Families
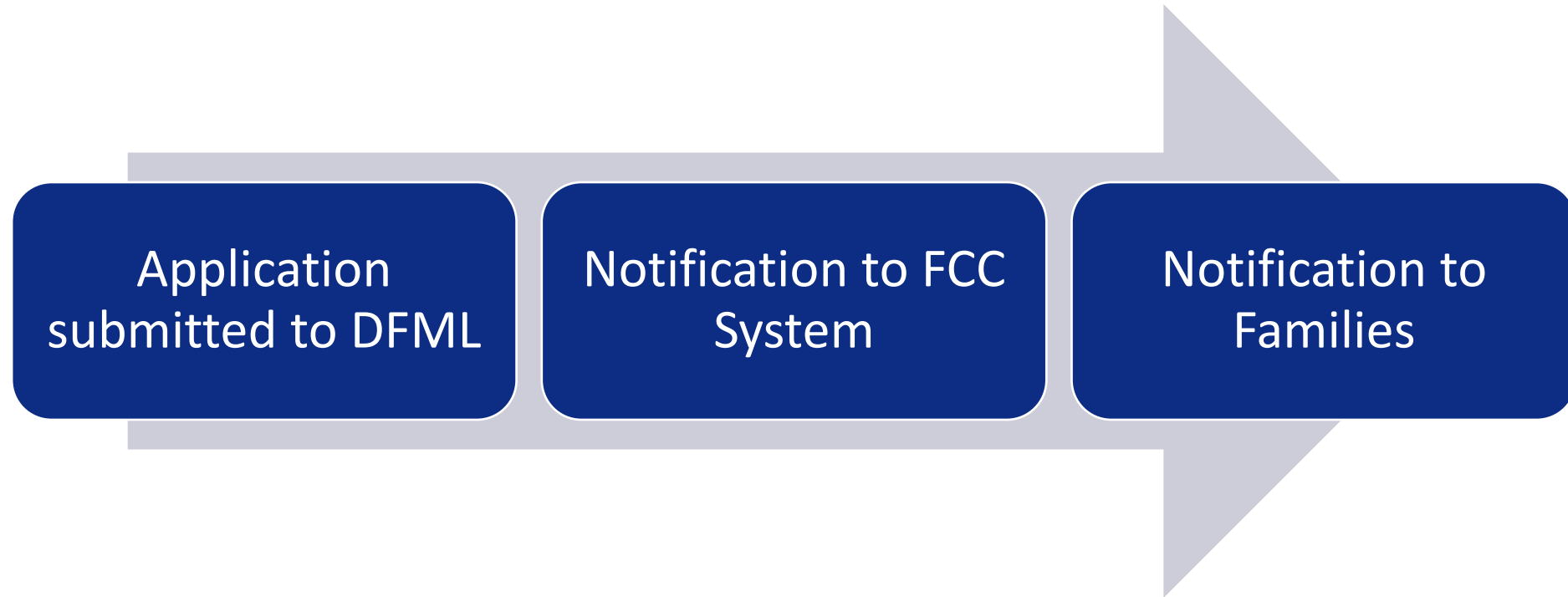
FCC Systems are responsible for the FCC Educator's use of Intermittent Leave or a Reduced Leave Schedule into the CCFA System.

MASSACHUSETTS
Department of
Early Education and Care

Final Reflection/Comments

- What are your key takeaways from this training?

- What additional resources or support would be helpful?

- Were there any topics that you felt were not covered adequately?

- Were there any topics that you would like to learn more about?

MASSACHUSETTS
**Department of
Early Education and Care**

EEC Staff Contact Information

Workforce and Program Supports

- Sarah Volkenant, *Associate Commissioner of Program Innovation and Support*

Sarah.Volkenant@mass.gov

- Jhanet Montoya, *FCC Program Development Specialist*

Jhanet.Montoya@mass.gov

Family Access and Engagement

- Elyse Tibbetts, Priority Access Manager

Elyse.Tibbetts2@mass.gov

- Bethanie Glass, *Director of Child Care Financial Assistance*

Bethanie.Glass2@mas.gov

Fiscal

- Chet Stone, Subsidy and Transportation Compliance Monitor

chester.stone@mass.gov

- Alicia Wells, *Senior Associate Commissioner of Program Integrity and Internal Controls*

Alicia.Wells@mass.gov

MASSACHUSETTS
**Department of
Early Education and Care**