

Section Two: **Workload Analysis**

The SLP Team Worksheet & Sample

Individual Student Profile & Sample

SLP Summary Profile & Sample

The team may also find the statistics provided in ASHA's Schools Surveys to be helpful comparisons. Surveys are completed every even-numbered year. Here is the link to the [2024 ASHA Schools Survey](#) for your convenience. The next survey will be conducted in 2026.

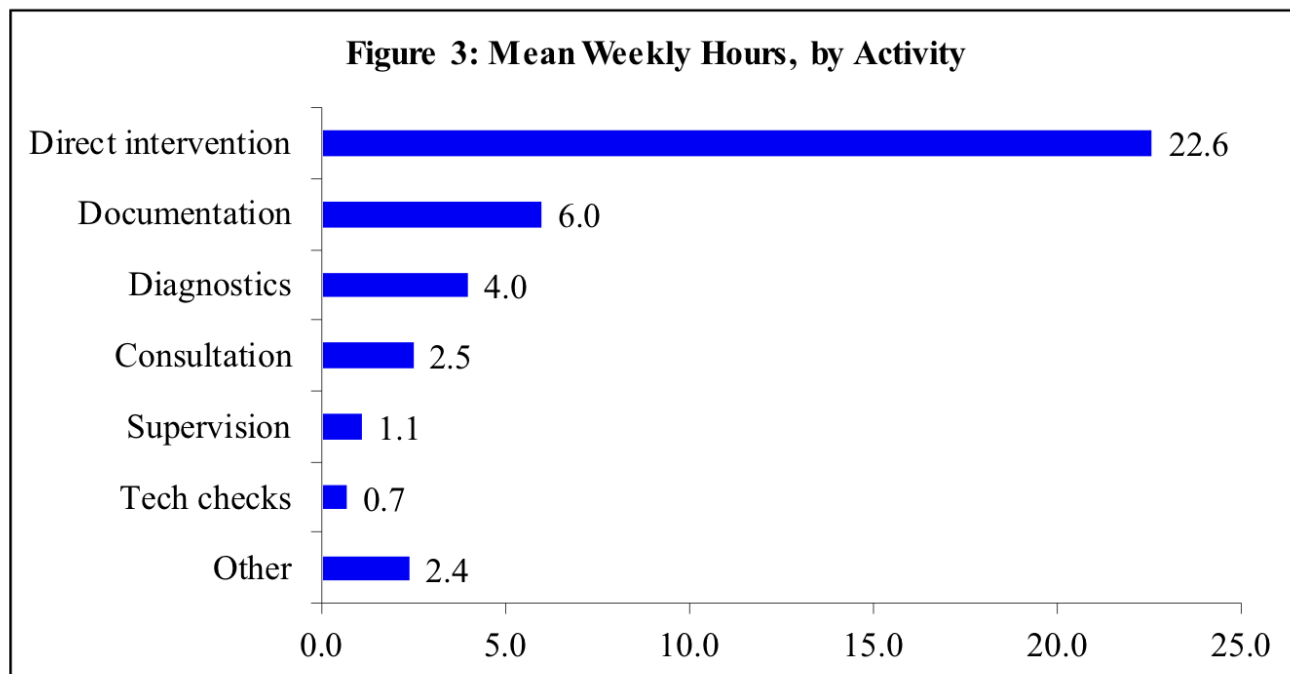
BLANK TEMPLATE Worksheet for SLP Teams to Determine Typical/Average Minutes/Month for Activities

RESOURCES: ASHA's Schools Surveys, specifically [Caseload and Workload Characteristics](#) (i.e. page 6 Weekly Hours by Activity)
Use your district's Collective Bargaining Agreement (CBA) for contractual work/plan/lunch times, etc.

For Student Info (page 1) and SLP Summary (page 2) of ISHA's WL Analysis: (times listed are suggested; use averages determined by your district's SLP team) NOTE: For activities/tasks that happen infrequently, divide the minutes by 9 months and use that result as mpm.	
TASK/ACTIVITY	Minutes/Month
Referrals (non-IEP'd students): Consultations: eg. a 15 minute consultation divided by 9 mos = 1.7 mpm Team Consensus = _____ minutes/consultation ÷ 9 mos = _____ mpm →	_____mpm
Observations: eg. a 10 minute observation divided by 9 mos = 1.1 mpm Team Consensus = _____ minutes/observation ÷ 9 mos = _____ mpm →	_____mpm
Screening: eg. a 20 minute screening divided by 9 mos = 2.2 mpm Team Consensus = _____ minutes/screening ÷ 9 mos = _____ mpm →	_____mpm
Initial Evaluation OR 3-year Re-eval eg. 2-3 hrs = 120-180 min ÷ 9 mo. = 13.3-20 mpm Team Consensus = _____ minutes/evaluation ÷ 9 mos = _____ mpm →	_____mpm
Communication, Networking, Meetings: ☐ Parents; Networking with outside agencies = _____ min ÷ 9 months = _____ min/month → ☐ P/T conferences = _____ min/student ÷ 9 months = _____ min/month → ☐ Domain Review = _____ min ÷ 9 months = _____ min/month → ☐ Annual Review, Transition Mtgs = _____ min ÷ 9 months = _____ min/month → ☐ Eligibility (eval, re-eval) + IEP/Annual Review = _____ min ÷ 9 months = _____ min/month → TOTAL COMMUNICATIONS, MEETING MIN/MONTH = _____ mpm →	_____mpm
Direct Intervention Services (see ISHA guide; use clinical judgment to determine direct intervention minutes for each student); This will not be based on team consensus. ☐ Mild = 15-30 mpw = 60-120 mpm → ☐ Moderate = 31-60 mpw = 124 → ☐ Substantial = 61-90 mpw = 244-360 mpm → ☐ Profound = minutes based on student need + supports available in the educational environment. →	_____mpm
Scheduling students for direct services, evaluations, classroom observations, etc. (not for meetings with parents) _____ min ÷ 9 months = _____ min/month →	_____mpm
Case Management Responsibilities: scheduling DR, Elig/IEP meetings, preparing paperwork, maintaining files, etc. [Determined only for each student the SLP case manages] _____ min/wk x 4 = _____ min/month →	_____mpm/st.
Record-keeping: ☐ Evaluation report writing = _____ min/per student report ÷ 9 months = _____ mpm/student → ☐ Progress monitoring = _____ mpm (per student; some students will require more time) → ☐ Progress reports/quarter updates = _____ min/st x 4/yr = _____ min/st/yr ÷ 9 = _____ mpm/st →	_____ mpm/st _____ mpm/st _____ mpm/st

Individualized/specialized therapy program, materials, or devices needed (i.e. social stories, picture/visual cues and/or schedules, PROMPT, AAC/AT + device maintenance and programming, etc.). = ____ min/wk x 4 = ____ mpm/st →	____mpm/st.
Academic supports: Team Meetings = ____ mpw/st x 4 = ____ mpm. Curriculum Modifications = ____ mpw/st x 4 = ____ mpm. Consults/Trainings (teachers, aides, parents) = ____ mpw/st x 4 = ____ mpm	→ Team Mtgs = ____ → Curric Mod = ____ → Consult = ____
Behavioral factors—student may exhibit chronic and/or severe aggression requiring development and implementation of a Behavioral Intervention Plan (BIP); team collab. ____ min/week x 4 = ____ min/month →	____mpm/st.
SLP Summary (page 2) of ISHA's WL Form (calculate monthly minutes) TOP of pg. 2: enter student initials, total WL mpm from student page, and enter direct minutes. TOTAL Indirect mpm will be auto calculated.	
TASK/ACTIVITY	Minutes/Month
1. Service Provider's typical # of total direct student session minutes/day: enter in space provided. Total Direct Session minutes/week auto-summed. Use your own schedules and session times to enter totals.	----
2. # of total direct session mpw is auto-populated and auto-calculated on the SLP Summary form to give the total direct session minutes/month.	----
3. Each total from the 4 "Indirect" mpm columns from the top section will auto-populate and sum.	----
4. The first two items will auto-populate on the actual SLP Summary page. Then... Enter *Contractual Plan Time for Elementary = ____ mpw x 4 = ____ mpm →	____mpm
Enter *Contractual Plan Time for MS = ____ mpw x 4 = ____ mpm →	____mpm
Enter *Contractual Lunch Time for Elementary = ____ mpw x 4 = ____ mpm →	____mpm
Enter *Contractual Lunch Time for MS/HS = ____ mpw x 4 = ____ mpm →	____mpm
Enter *Supervision of CFs, SLPAs; Mentoring = ____ mpw x 4 = ____ mpm →	____mpm
Enter *Total MTSS/Rtl Consultation Time = ____ mpw x 4 = ____ mpm →	____mpm
Enter *District-required mtgs (PD, SIP, PLCs, Gen Info, etc.) = ____mpm →	____mpm
Enter *Medicaid Billing/FFS/Administrative Outreach = ____ mpw x 4 = ____ mpm →	____mpm
Enter. *Travel Time (between buildings or to off-site/home-bound services). = ____ mpw x 4 = ____ mpm. →	____mpm
TOTAL TIME NEEDED BY SERVICE PROVIDER. [auto-sums and auto-populates on SLP form]. →	____mpm
6. Enter District Contractual Minutes = ____ hrs/week x 60 min. = ____ mpw x 4 = ____ mpm →	____mpm
7. Calculate WORKLOAD Time [form auto-populates and auto-calculates from #5, 6]. →	----
8. Calculate Full Time Equivalent (FTE) [form auto-populates and auto-calculates from #5, 6]. →	----

The following excerpt from page 7 of ASHA's [2024 Schools Survey: Caseload and Workload Characteristics](#) may provide teams with additional guidance regarding activities and “average” times PER WEEK as reported by respondents. [Please be sure to note whether times are in minutes/week, hours/week, etc., as your calculations' accuracies will be dependent on consistent use of time units.]



Note. $n = 2,347$. Total number of hours was limited to a maximum of 55 which captured 89% of respondents.

Respondents also reported that they spent a mean of

- 6.0 hours on documentation;
- 4.0 hours on diagnostic evaluations (e.g., observation, screening, scoring, analysis);
- 2.5 hours on collaborative consultation;
- 1.1 hours on supervision;
- 0.7 hour on technology checks; and
- 2.4 hours on other duties as assigned.

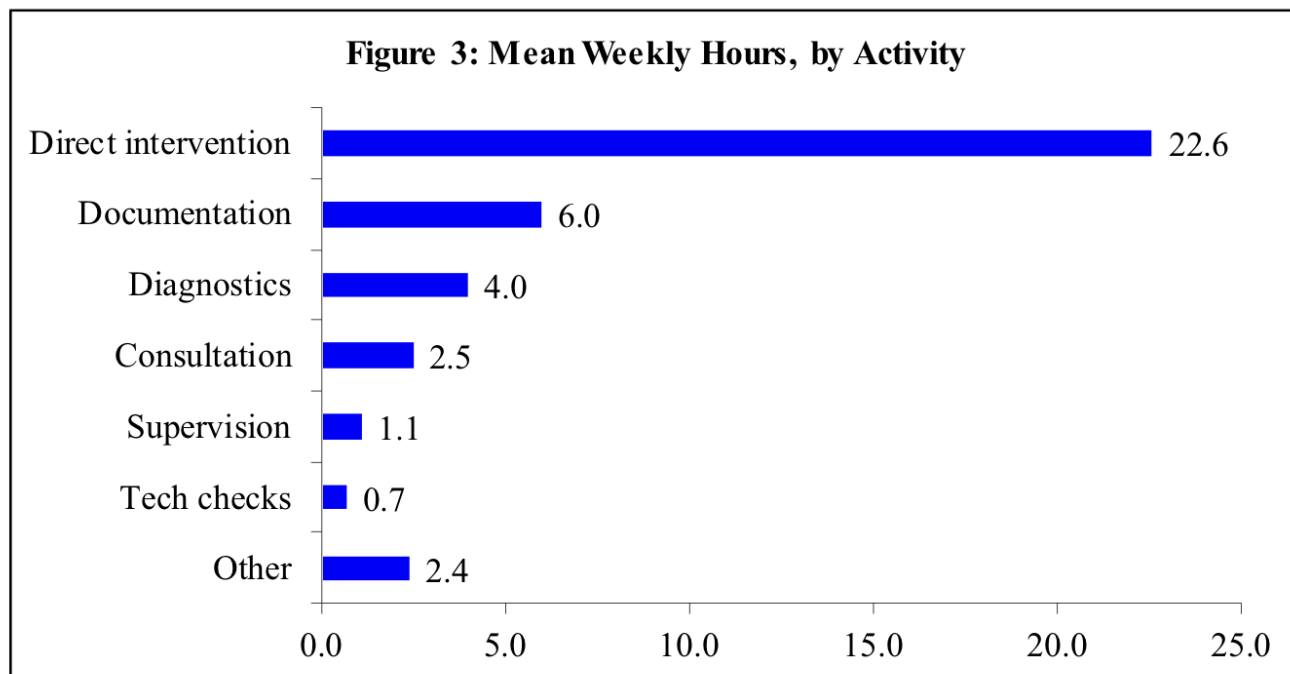
SAMPLE TEAM CONSENSUS Worksheet for SLP Teams to Determine Typical/Average Minutes/Month for Activities

RESOURCES: ASHA's Schools Surveys, specifically [Caseload and Workload Characteristics](#) (i.e. page 6 Weekly Hours by Activity)
Use your district's Collective Bargaining Agreement (CBA) for contractual work/plan/lunch times, etc.

For Student Info (page 1) and SLP Summary (page 2) of ISHA's WL Analysis: (times listed are suggested; use averages determined by your district's SLP team)	
NOTE: For activities/tasks that happen infrequently, divide the minutes by 9 months and use that result as mpm.	
TASK/ACTIVITY	Minutes/Month
Referrals (non-IEP'd students): Consultations: eg. a 15 minute consultation divided by 9 mos = 1.7 mpm Team Consensus = <u> 15 </u> minutes/consultation ÷ 9 mos = <u> 1.7 </u> mpm →	<u> 1.7 </u> mpm
Observations: eg. a 10 minute observation divided by 9 mos = 1.1 mpm Team Consensus = <u> 10 </u> minutes/observation ÷ 9 mos = <u> 1.1 </u> mpm →	<u> 1.1 </u> mpm
Screening: eg. a 20 minute screening divided by 9 mos = 2.2 mpm Team Consensus = <u> 20 </u> minutes/screening ÷ 9 mos = <u> 2.2 </u> mpm →	<u> 2.2 </u> mpm
Initial Evaluation OR 3-year Re-eval eg. 2-3 hrs = 120-180 min ÷ 9 mo. = 13.3-20 mpm Team Consensus = <u> 180 </u> minutes/evaluation ÷ 9 mos = <u> 20 </u> mpm →	<u> 20 </u> mpm
Communication, Networking, Meetings: ☐ Parents; Networking with outside agencies = <u> 10 </u> min ÷ 9 months = <u> 1.1 </u> min/month → ☐ P/T conferences = <u> 10 </u> min/student ÷ 9 months = <u> 1.1 </u> min/month → ☐ Domain Review = <u> 30 </u> min ÷ 9 months = <u> 3.3 </u> min/month → ☐ Annual Review, Transition Mtgs = <u> 60 </u> min ÷ 9 months = <u> 6.7 </u> min/month → ☐ Eligibility (eval/re-eval) + IEP/Annual Review = <u> 120 </u> min ÷ 9 months = <u> 13.3 </u> min/mont → If all were applicable, TOTAL COMMUNICATIONS, MEETING MIN/MONTH = <u> 25.5 </u> mpm →	<u> 25.5 </u> mpm
Direct Intervention Services (see ISHA guide; use clinical judgment to determine direct intervention minutes for each student); this will not be based on team consensus. ☐ Mild = 15-30 mpw = 60-120 mpm → ☐ Moderate = 31-60 mpw = 124 → ☐ Substantial = 61-90 mpw = 244-360 mpm → ☐ Profound = minutes based on student need + supports available in the educational environment. →	<u> </u> mpm
Scheduling student for direct services, evaluations, classroom observations, etc. (not for meetings with parents). eg., direct services, obs + eval times, <u> 15 </u> min ÷ 9 months = <u> 1.7 </u> min/month →	<u> 1.7 </u> mpm
Case Management Responsibilities: scheduling DR, Elig/IEP meetings, preparing paperwork, maintaining files, etc. [Determined only for each student the SLP case manages] = <u> 15 </u> min/wk x 4 = <u> 60 </u> min/month →	<u> 60 </u> mpm
Record-keeping: ☐ Evaluation report writing = <u> 120 </u> min/per report ÷ 9 months = <u> 13.3 </u> mpm → ☐ Progress monitoring/data checks (per student; some students will require more time) = <u> 10 </u> mpm → ☐ Progress reports/quarter updates (per student; estimate average time/student) = <u> 30 </u> min/report x 4 per year = <u> 120 </u> min/yr ÷ 9 months = <u> 13.3 </u> mpm →	 13.3 mpm 10 mpm 13.3 mpm

Individualized/specialized therapy program, materials, or devices needed (i.e. social stories, picture/visual cues and/or schedules, PROMPT, AAC/AT + device maintenance and programming, etc.). = <u>30</u> min/wk x 4 = <u>120</u> mpm →	<u>120</u> mpm
Academic supports: Team Meetings (incl. BIP teams) = <u>30</u> mpw x 4 = <u>120</u> mpm → Curriculum Modifications = <u>30</u> mpw x 4 = <u>120</u> mpm → Consults/Trainings (teachers, aides, parents) = <u>15</u> mpw x 4 = <u>60</u> mpm →	120 mpm 120 mpm <u>60 mpm</u> Total 300 mpm
Behavioral factors—student may exhibit chronic and/or severe aggression requiring development and implementation of a Behavioral Intervention Plan (BIP); team collaboration. = <u>30</u> min/week x 4 = <u>120</u> min/month →	<u>120</u> mpm
SLP Summary (page 2) of ISHA's WL Form (calculate monthly minutes) TOP of pg. 2: enter student initials, total WL mpm from student page, and enter direct minutes. Indirect mpm will be auto calculated.	
TASK/ACTIVITY	Minutes/Month
1. Service Provider's typical # of total direct student session minutes/day: enter in space provided. Total Direct Session minutes/week auto-summed. Use your own schedules and session times to enter totals.	----
2. # of total direct session mpw is auto-populated and auto-calculated on the SLP Summary form to give the total direct session minutes/month. Eg. 12 sessions/day @ 30 min each = 360 min/day x 4 days = 1440 mpw x 4 wks = 5760 mpm →	----
3. Each total from the 4 "Indirect" mpm columns from the top section will auto-populate and sum.	----
4. The first two items will auto-populate on the SLP Summary form. Then... Enter *Contractual Plan Time for Elementary = <u>300</u> mpw x 4 = <u>1200</u> mpm →	1200 mpm
Enter *Contractual Plan Time for MS/HS = _____ mpw x 4 = _____ mpm →	_____ mpm
Enter *Contractual Lunch Time for Elementary = <u>200</u> mpw x 4 = <u>800</u> mpm →	<u>800</u> mpm
Enter *Contractual Lunch Time for MS/HS = _____ mpw x 4 = _____ mpm →	_____ mpm
Enter *Supervision of CFs, SLPAs; Mentoring = <u>30</u> mpw x 4 = <u>120</u> mpm. →	<u>120</u> mpm
Enter *Total MTSS/Rtl Consultation Time = <u>30</u> mpw x 4 = <u>120</u> mpm →	<u>120</u> mpm
Enter *District-required mtgs (PD, SIP, PLCs, Data, Gen Info, etc.) = <u>180</u> mpm →	<u>180</u> mpm
Enter *Medicaid Billing/FFS/Administrative Outreach = <u>50</u> mpw x 4 = <u>200</u> mpm	<u>200</u> mpm
Enter. *Travel Time (between buildings or to off-site/home-bound services). <u>50</u> mpw x 4 = <u>200</u> mpm. →	<u>200</u> mpm
TOTAL TIME NEEDED BY SERVICE PROVIDER. [auto-sums and auto-populates on SLP form]. →	_____ mpm
6. *Enter District Contractual Minutes = <u>37.25</u> hrs/week x 60 min. = <u>2235</u> mpw x 4 = <u>8940</u> mpm →	8940 mpm
7. Calculate WORKLOAD Time [form auto-populates and auto-calculates from #5, 6]. →	_____ mpm
8. Calculate Full Time Equivalent (FTE) [form auto-populates and auto-calculates from #5, 6].	----

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- 6.0 hours on documentation;
- 4.0 hours on diagnostic evaluations (e.g., observation, screening, scoring, analysis);
- 2.5 hours on collaborative consultation;
- 1.1 hours on supervision;
- 0.7 hour on technology checks; and
- 2.4 hours on other duties as assigned.

Section Two: WORKLOAD ANALYSIS--INDIVIDUAL STUDENT PROFILE

NOTE: Complete ONE form per student on caseload. This form is for SERVICE PROVIDER USE ONLY, and is not intended to become part of the student's permanent record.				
STUDENT NAME:	DOB:	GR/TCHR:	SCHOOL YEAR:	DATE:
SPECIAL EDUCATION and/or ADDITIONAL SERVICES (per IEP, 504, etc. check all that apply):	☐ Sp-Language Impaired ☐ Specific Learn. Dis. ☐ Developmental Delay	☐ Other Health Impaired ☐ Autism Spectrum Dis. ☐ Social Work	☐ Occupational Therapy ☐ Vision Itinerant ☐ Hearing Itinerant	☐ Physical Therapy ☐ Orient. & Mobility ☐ Other (specify):
SSP NAME:	TITLE:	☐ Case Manager	☐ Service Provider	☐ Both CM + SP
Factors that influence need, frequency, duration, and intensity of service(s). MARK/IDENTIFY ALL THAT APPLY TO THIS STUDENT. Add details in NOTES if warranted/helpful.				ACTUAL TIME NEEDED in minutes per month
Student is referred for consultation with teacher and/or observation.		NOTE:		
Student is referred for screening.		NOTE:		
This student requires an initial evaluation or a 3-yr re-evaluation this year (180 minutes within 60 days, one time during the year = 20 mpm).		NOTE:		
Communications/networking with parents, outside agencies. Attendance and participation in meetings (i.e. domain, eligibility and/or initial IEPs, annual reviews, P/T conferences, transition meetings, etc.).		NOTE:		
DIRECT INTERVENTION SERVICES as determined by utilizing the Eligibility Guide and clinical judgment. Choose the amount of time most appropriate for this student (total monthly minutes for direct services). If a varied service delivery is documented on the IEP, enter a total amount of time allotted for direct services (eg. group and individual services, push-in, etc.).		From Section 1: Mild = 120 mpm; Moderate = 240 mpm; Substantial = 360 mpm; Profound = mpm based on student need. This will be the amount subtracted from the total to calculate the INDIRECT minutes required. NOTE:		
Scheduling students for therapy services, evaluations, classroom observations, etc., as needed.		NOTE:		
Case Management responsibilities: scheduling meetings, preparing paperwork, maintaining files, etc. (only for those students the SLP case manages).		NOTE:		
Record-keeping: evaluation report writing, progress monitoring, progress updates/reports.		NOTE:		
Individualized/specialized therapy program, materials, &/or devices needed (eg. social language stories, picture/visual cues and/or schedules, low tech PROMPT, AAC/AT programming & maintenance). Translation of materials, documents into home language.		NOTE:		
Academic supports (e.g. curriculum modifications, team meetings, teacher/support staff consultations and/or trainings).		NOTE:		
Behavioral factors; student may exhibit chronic and/or severe aggression which has required the development of and/or implementation of a Behavioral Intervention Plan (BIP).		NOTE:		
TOTAL DIRECT + INDIRECT WORKLOAD MINUTES PER MONTH REQUIRED TO PROVIDE FAPE FOR THIS STUDENT =				

Section Two: WORKLOAD ANALYSIS--INDIVIDUAL STUDENT PROFILE

NOTE: Complete ONE form per student on caseload. This form is for SERVICE PROVIDER USE ONLY, and is not intended to become part of the student's permanent record.				
STUDENT NAME: SAMPLE 3rd Grader	DOB: 2/20/2018	GR/TCHR: 3/ROUSH	SCHOOL YEAR: 2025-26	DATE: 2/20/2026
SPECIAL EDUCATION and/or ADDITIONAL SERVICES (per IEP, 504, etc. check all that apply):	☐ Sp-Language Impaired ☐ Specific Learn. Dis. ☐ Developmental Delay	☐ Other Health Impaired ☐ Autism Spectrum Dis. ☒ Social Work	☐ Occupational Therapy ☐ Vision Itinerant ☐ Hearing Itinerant	☐ Physical Therapy ☐ Orient. & Mobility ☐ Other (specify):
SSP NAME: KAREN KOCKLER	TITLE: SLP	☐ Case Manager	☐ Service Provider	☒ Both CM + SP
Factors that influence need, frequency, duration, and intensity of service(s). MARK/IDENTIFY ALL THAT APPLY TO THIS STUDENT. Add details in NOTES if warranted/helpful.				ACTUAL TIME NEEDED in minutes per month
Student is referred for consultation with teacher and/or observation.		NOTE: MTSS/Rtl, 2 6-weeks consult; minimal progress (1.7+1.1 mpm)		2.8
Student is referred for screening.		NOTE: Rtl data indicated screening and possible eval needed.		2.2
This student requires an initial evaluation or a 3-yr re-evaluation this year (180 minutes within 60 days, one time during the year = 20 mpm).		NOTE: Initial evaluation completed.		20
Communications/networking with parents, outside agencies. Attendance and participation in meetings (i.e. domain, eligibility and/or initial IEPs, annual reviews, P/T conferences, transition meetings, etc.).		NOTE: Communications with parents, DR, Elig/IEP, P/T Conference.		25.5
DIRECT INTERVENTION SERVICES as determined by utilizing the Eligibility Guide and clinical judgment. Choose the amount of time most appropriate for this student (total monthly minutes for direct services). If a varied service delivery is documented on the IEP, enter a total amount of time allotted for direct services (eg. group and individual services, push-in, etc.).		From Section 1: Mild = 120 mpm; Moderate = 240 mpm; Substantial = 360 mpm; Profound = mpm based on student need. This will be the amount subtracted from the total to calculate the INDIRECT minutes required. NOTE: Moderate SLI deficits in receptive & expressive language.		240
Scheduling students for therapy services, evaluations, classroom observations, etc., as needed.		NOTE:		1.7
Case Management responsibilities: scheduling meetings, preparing paperwork, maintaining files, etc. (only for those students the SLP case manages).		NOTE:		60
Record-keeping: evaluation report writing, progress monitoring, progress updates/reports.		NOTE: Evaluation report, progress monitoring, progress reports.		36.6
Individualized/specialized therapy program/materials/devices needed (eg. social language stories, picture/visual cues and/or schedules, low tech PROMPT, AAC/AT programming & maintenance).		NOTE:		
Academic supports (e.g. curriculum modifications, team meetings , teacher/support staff consultations and/or trainings).		NOTE: Weekly team meetings with teacher, aide, and social worker.		120
Behavioral factors; student may exhibit chronic and/or severe aggression which has required the development of and/or implementation of a Behavioral Intervention Plan (BIP).		NOTE:		
TOTAL DIRECT + INDIRECT WORKLOAD MINUTES PER MONTH REQUIRED TO PROVIDE FAPE FOR THIS STUDENT =				508.8

Section Two: WORKLOAD ANALYSIS--SLP SUMMARY PROFILE

NAME/TITLE OF SERVICE PROVIDER:												SCHOOL YEAR:			
STUDENT INITIALS	TOTAL WL MPM	DIRECT MPM	INDIRECT MPM	STUDENT INITIALS	TOTAL WL MPM	DIRECT MPM	INDIRECT MPM	STUDENT INITIALS	TOTAL WL MPM	DIRECT MPM	INDIRECT MPM	STUDENT INITIALS	TOTAL WL MPM	DIRECT MPM	INDIRECT MPM
S1				S2				S3				S4			

1. Enter session min here: M___ +T___ +W___+Th___ +F___ = ___ TOTAL SESSION mpw.

2. ___TOTAL SESSION mpw x 4 wks = TOTAL AVAILABLE DIRECT SERVICES SESSIONS = ___ mpm.

3. Calculate TOTAL INDIRECT mpm (from above) = S1___+S2___+S3___+S4___ = ___TOTAL INDIRECT mpm

4. Calculate TOTAL TIME NEEDED BY THIS SERVICE PROVIDER:

a. Add TOTAL AVAILABLE SESSION TIME +___mpm

b. Add TOTAL INDIRECT mpm +___mpm

c. Add contractual PLAN TIME mpm +___mpm

d. Add contractual LUNCH TIME mpm +___mpm

e. Add SUPERVISION/MENTORING of CFs/SLPAs +___mpm

f. Add TOTAL MTSS/Rtl CONSULTATION TIME mpm +___mpm

g. Add Medicaid Billing/FFS/Admin Outreach +___mpm

h. Add TRAVEL TIME (between bldgs/to home visits) +___mpm

i. Add District-required meetings (PD, SIP, PLCs, etc.) +___mpm

5. TOTAL TIME NEEDED BY THIS SERVICE PROVIDER = ___mpm

Total Contractual Time - ___mpm

Amount Over/Under Contractual Time = ___mpm

6. Calculate Full Time Equivalent (FTE)

Total Time Needed = ___mpm

Divided by Contractual Time = ___mpm

= ___FTE

Section Two: WORKLOAD ANALYSIS--SLP SUMMARY PROFILE

NAME/TITLE OF SERVICE PROVIDER:												SCHOOL YEAR:			
STUDENT INITIALS	TOTAL WL MPM	DIRECT MPM	INDIRECT MPM	STUDENT INITIALS	TOTAL WL MPM	DIRECT MPM	INDIRECT MPM	STUDENT INITIALS	TOTAL WL MPM	DIRECT MPM	INDIRECT MPM	STUDENT INITIALS	TOTAL WL MPM	DIRECT MPM	INDIRECT MPM
MILD	254	120	134	MODERATE	508.8	240	268.8	SUBSTANTIAL	660	360	300				
	x15	x15	x15		x15	x15	x15		x10	x10	x10				
S1	3810	1800	1125	S2	7632	3600	4032	S3	6600	3600	3000	S4			

1. Enter session min here: M 360 +T 300 +W 360 +Th 0 +F 300 = 1320 TOTAL SESSION mpw.
 2. 1320 TOTAL SESSION mpw x 4 wks = TOTAL AVAILABLE DIRECT SERVICES SESSIONS = 5280 mpm.
 3. Calculate TOTAL INDIRECT mpm (from above) = S1 1125 +S2 4032 +S3 3000 +S4 0 = 8157 TOTAL INDIRECT mpm
 4. Calculate TOTAL TIME NEEDED BY THIS SERVICE PROVIDER:

- a. Add TOTAL AVAILABLE SESSION TIME + 5280 mpm
 - b. Add TOTAL INDIRECT mpm + 8157 mpm
 - c. Add contractual PLAN TIME mpm + 1200 mpm
 - d. Add contractual LUNCH TIME mpm + 800 mpm
 - e. Add SUPERVISION/MENTORING of CFs/SLPAs + ____mpm
 - f. Add TOTAL MTSS/RtI CONSULTATION TIME mpm + ____mpm

- g. Add Medicaid Billing/FFS/Admin Outreach + 200 mpm
 - h. Add TRAVEL TIME (between bldgs/to home visits) + ____mpm
 - i. Add District-required meetings (PD, SIP, PLCs, etc.) + 180 mpm
5. TOTAL TIME NEEDED BY THIS SERVICE PROVIDER = 15817 mpm

Total Contractual Time - 8940 mpm
 Amount Over/Under Contractual Time = 6877 mpm
 6. Calculate Full Time Equivalent (FTE)

Total Time Needed = 15817 mpm
 Divided by Contractual Time ÷ 8940 mpm
 = 1.7 FTE