

Charles D. Baker  
Governor

Karyn Polito  
Lieutenant Governor



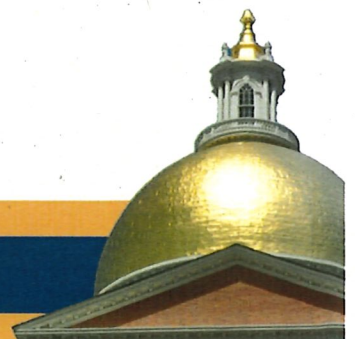
Marylou Sudders  
Secretary

Jane F. Ryder  
Commissioner

# **Fiscal Year 2018 Report on the DDS Turning 22 Program**

**February 2018**

Massachusetts Department of Developmental Services



February 26, 2018

The Honorable Karen E. Spilka, Chair  
Senate Committee on Ways and Means  
State House, Room 212  
Boston, MA 02133

The Honorable Jeffrey Sánchez, Chair  
House Committee on Ways and Means  
State House, Room 243  
Boston, MA 02133

Dear Chairwoman Spilka and Chairman Sánchez:

Line item 5920-5000 of Chapter 47 of the Acts of 2017 requires the Department of Developmental Services (DDS) to submit an annual report to the House and Senate Committees on Ways and Means on the projected use of funds encumbered or expended for the "Turning 22" program.

Chapter 688 (better known as the "Turning 22" law) was enacted in 1984 to provide a planning process for young adults with severe disabilities as they leave special education and transition into the adult service system. Each year, hundreds of young people transition into the Department's adult service system. One of the Department's challenges is to meet the needs of these young people when their school entitlement services end.

For FY17, the Baker-Polito Administration successfully filed a supplemental appropriation to ensure that the FY17 class receives necessary services. For FY18, the Baker-Polito Administration included funding for the entire FY18 Turning 22 class in the Governor's budget. It was the first time since Turning 22 was enacted that a governor filed funding for the entire class. This historic commitment provided service funding for every DDS young adult leaving special education entitlement, including those with Autism.

Figure 1 displays the number of individuals leaving Special Education and entering DDS services since FY98. As noted in the chart, there have been steady increases in the number of graduates each year. In addition, the Department is experiencing a higher number of individuals with more complex clinical profiles due to medical or behavioral challenges.

**Figure 1**  
**DDS Turning 22 Census by Fiscal Year**

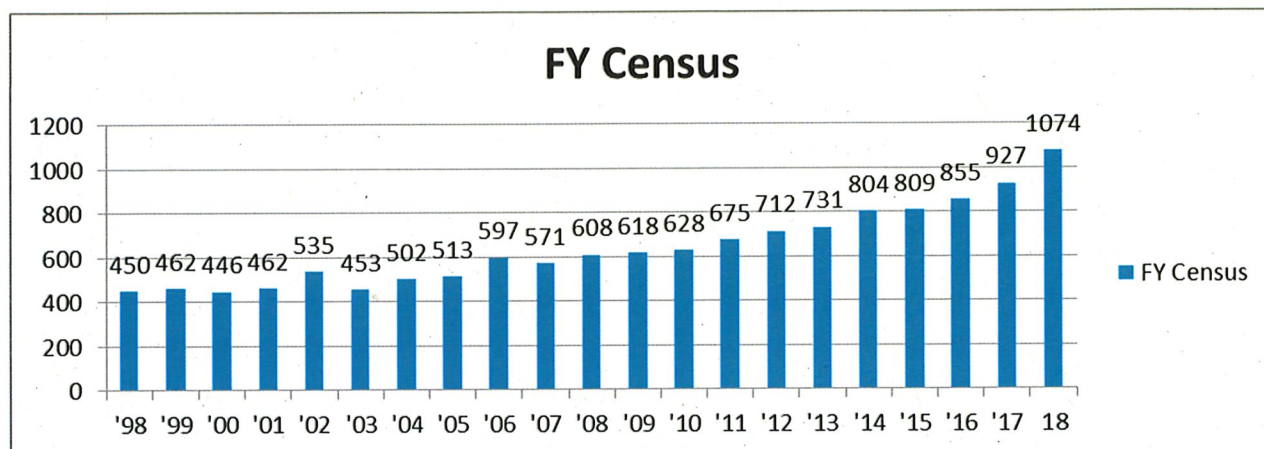


Figure 2 displays the annualized legislative appropriation for the 927 cohort of students who entered the DDS system during FY17.

**Figure 2**  
**Legislative Annual Appropriation for the FY17 Class**

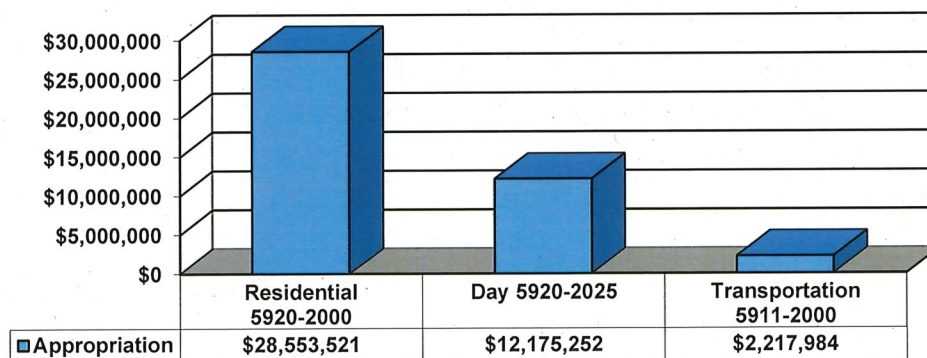
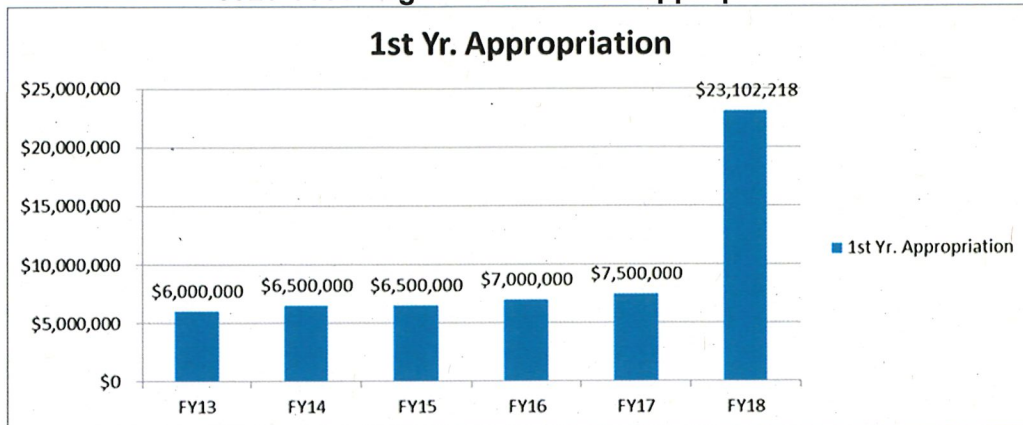


Figure 3 displays spending from FY10 and onward for the first year of funding for services for some of the individuals of the Turning 22 class. The FY18 appropriation for line-item 5920-5000 is \$23.1 million.

**Figure 3**  
**5920-5000 Legislative 1<sup>st</sup> Year Appropriation**



For FY18, DDS has identified 1,074 young people with Intellectual Disability (ID) and Autism eligible for Turning 22 services. Line-item 5920-5000, the Turning 22 account, provides funding to serve 238 young people who were identified as needing some Community Based Residential Supports as they leave special education gradually over the course of this fiscal year. State and private vendors are contracted with the Commonwealth to manage these services. Appropriate vocational and transportation services are also arranged for this group.

Figure 4 displays the number of those individuals receiving Community Based Residential Services by region.

**Figure 4**  
**DDS 5920-5000 FY17 Residential Census**

REGION	Central/West	Metro Boston	Northeast	Southeast	TOTAL
#	78	52	58	50	238

As for the remaining 836 students, Figure 5 displays the remaining number of FY18 Turning 22 students by DDS region who live at home with families and require day and/or employment and transportation services.

**Figure 5**

REGION	Central/West	Metro Boston	Northeast	Southeast	TOTAL
#	296	194	179	167	836

Sincerely,

*Jane F. Ryder*

Jane F. Ryder  
Commissioner