.

**FY19 Legislative Report**

**For The DDS**

**Turning 22 Program**

**Title**

**January XX, 2019**

.

January XX, 2019

The Honorable XXXXX, Chair

Senate Committee on Ways and Means

State House, Room 212

Boston, MA 02133

The Honorable XXXXX, Chair

House Committee on Ways and Means

State House, Room 243

Boston, MA 02133

Dear ChairXXXXX XXXXX and ChairXXXXX XXXXXX:

Line item 5920-5000 of Chapter 154 of the Acts of 2018 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, DDS transitions hundreds of young people into the Department’s adult service system. One of the Department’s most significant challenges is to continually meet the needs of these young people coming to DDS from Special Education when their school entitlement services end.

In 2017, given the size of the FY17 class, the intensity of their needs and their projected costs of service, the Baker-Polito Administration successfully filed a supplemental appropriation to ensure that they receive necessary services last fiscal year. Last year, the Baker-Polito Administration included, for the first time, funding the entire FY18 Turning 22 class in the Governor’s budget. When signed into law, this historic commitment provided service funding for every DDS young adult leaving special education entitlement, including those with Autism. For FY19, the Baker-Polito Administration increased this 1st year funding by $2.1M over FY18 to $25M.

Figure 1 displays the number of individuals leaving Special Education and entering DDS services since Fiscal Year 1998. 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 complex clinical profiles who have intensive support needs due to medical or behavioral challenges.

**Figure 1**

**DDS Turning 22 Census by Fiscal Year**

Figure 2 displays the annualized legislative appropriation for the 1074 cohort of students who entered the DDS system during FY18. Including for the first time, those turning 22 Non-ID with Autism .

**Figure 2**

**Legislative Annual Appropriation for the FY18 Class**

Figure 3 represents spending from FY10 and onward for the first year of funding for services for some of the individuals of the Turning 22 class. The FY19 appropriation for line-item 5920-5000 is $25 million.

**Figure 3**

**5920-5000 Legislative 1st Year Appropriation**

For FY19, DDS has identified 1,158 young people with ID and Autism eligible for Turning 22 services. Line-item 5920-5000, the Turning 22 account, provides funding to serve 245 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 presents the number of those individuals receiving Community Based Residential Services by region.

**Figure 4**

**DDS 5920-5000 FY19 Residential Census**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **REGION** | **Central/West** | **Metro Boston** | **Northeast** | **Southeast** | **TOTAL** |
| **#** | 81 |  39 | 68 | 57 |  **245** |

As for the remaining 913 students, Figure 5 represents the remaining number of FY19 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** |
| **#** | 326 |  182 |  233 |  172 | **913** |

Sincerely,

Jane F. Ryder

Commissioner