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**Report on the DDS  
Turning 22 Program**

**October 2023**

**DEPARTMENT OF  
DEVELOPMENTAL  
SERVICES**

## FY24 DDS Turning 22 Legislative Report

Line item 5920-5000 of Chapter 28 of the Acts of 2024, the Fiscal Year (FY) 2024 General Appropriations Act, requires the Department of Developmental Services (“DDS” or “the Department”) : *...provided, that not later than January 5, 2024, the department shall report to the house and senate committees on ways and means on the use of any funds encumbered or expended from this item including, but not limited to, the number of clients served in each region and the types of services purchased in each region.*

Chapter 688, better known as the *Turning 22 Program*, 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 programs when their school entitlement services end.

The FY24 Healey-Driscoll budget funds the DDS Turning 22 class, providing service funding for every DDS young adult leaving special education, including those with autism.

Figure 1 displays the number of individuals leaving special education and entering DDS services since FY2002. As noted below, there is a steady increase in the number of class members 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.

For FY24, DDS has identified 1,395 young people eligible for Turning 22 services. Line-item 5920-5000, the Turning 22 account, provides funding to serve 249 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 1**  
**DDS Turning 22 Census by Fiscal Year**

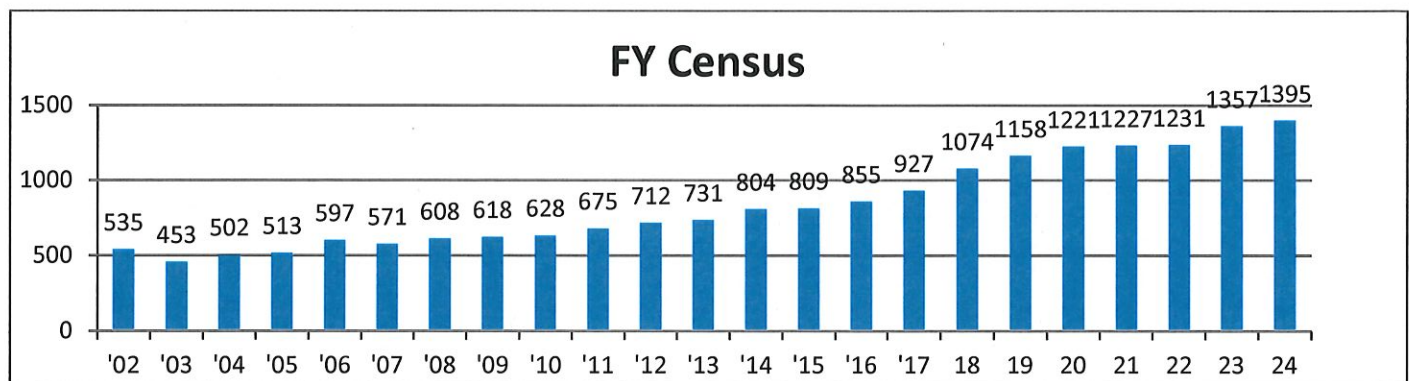


Figure 2 displays the type of annual services purchased for the cohort of 1,357 students who entered the DDS system during FY23, including students with autism without intellectual disability.

**Figure 2**  
**Legislative Annual Appropriation for the FY23 Class**

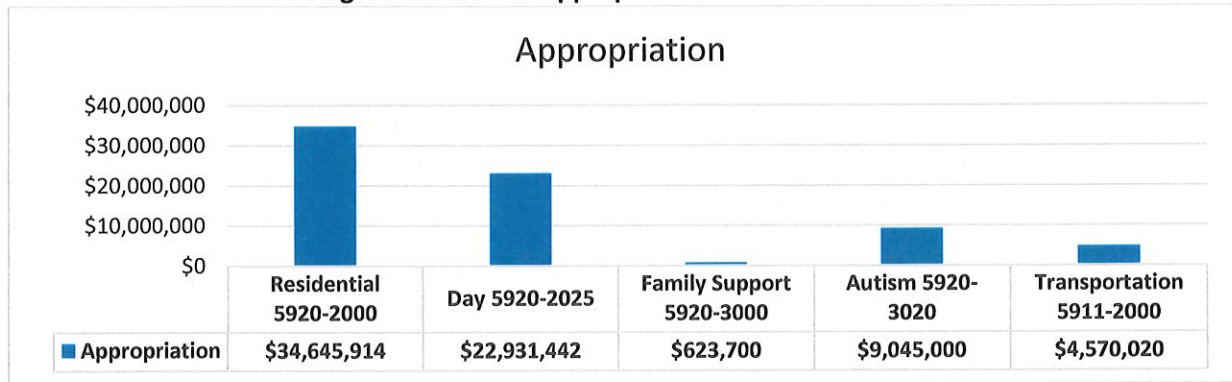
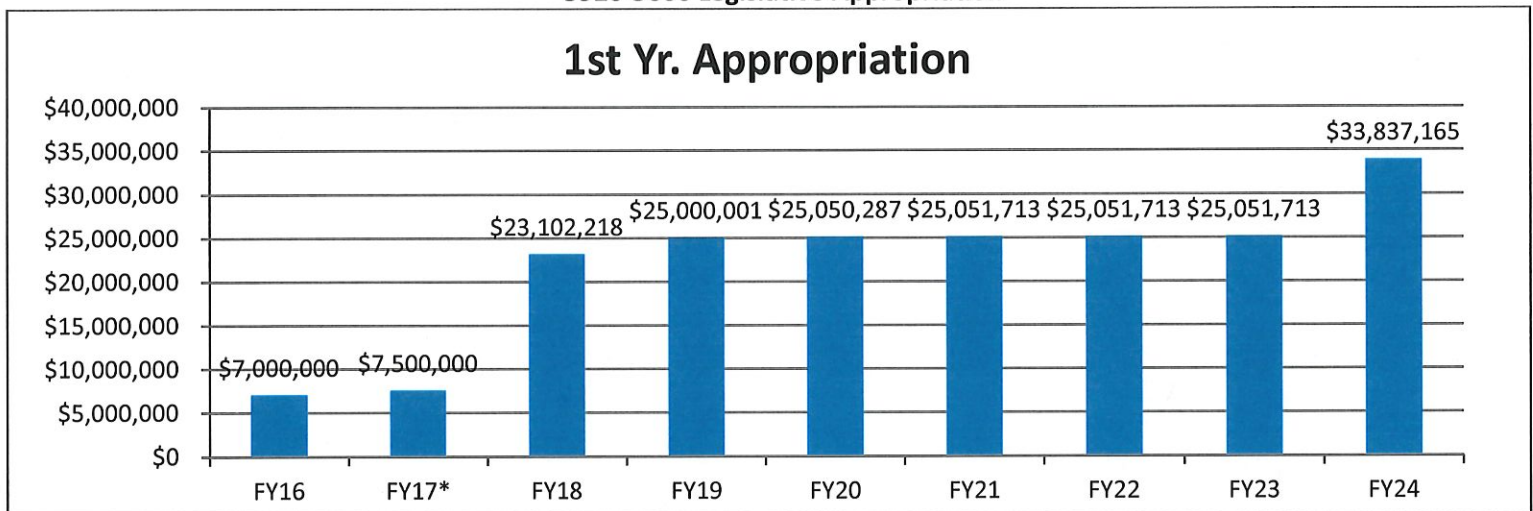


Figure 3 displays the first year appropriations for the Turning 22 program from FY16-FY24

**Figure 3**  
**5920-5000 Legislative Appropriation**



*\*Please note: an additional \$10.8 million supplemental appropriation was provided in FY17.*



Figure 4 displays the number of those FY24 Turning 22 individuals receiving Community Based Residential Services by each DDS region.

**Figure 4**  
**Individuals Receiving Residential Services by Region**

REGION	Central/West	Metro Boston	Northeast	Southeast	TOTAL
Individuals	64	61	66	57	248

Figure 5 displays the number of FY24 Turning 22 students who live at home with families and require day and/or employment and transportation services by DDS region.

**Figure 5**  
**Individuals Receiving Day/Employment and Transportation Services by Region**

REGION	Central/West	Metro Boston	Northeast	Southeast	TOTAL
Individuals	306	210	233	219	968

#### **FY24 Turning 22 Budget Summary**

In previous fiscal years the DDS T22 budget was projected ONLY for individuals turning 22 in that specific fiscal year. As individuals become 22 years old during the year they are enrolled in needed services including residential, Day and Work, Family Supports, etc. Annualized funds were then projected in the operational accounts specific to those services received (5920-2000, 5911-2000, 5920-2025 or 5920-3020).

Beginning in FY22 the Department adjusted the funding model to allow for more flexibility. The second year, annualized amounts were projected to stay in the T22 account instead of being allocated across the operational accounts. This allows the Department greater time to refine and solidify placements before annualizing the funding in the appropriate account. The Turning 22 account now includes funding to support individuals for their first and second year.