



# 2008-09 Request for Proposals \$80,000 - State Gang Mini-Grants and Application Instructions

**Deadline: Monday, April 28 5:00 p.m.**

The Utah Commission on Criminal and Juvenile Justice (CCJJ) is requesting proposals from Utah state agencies, units of local government and non-profit organizations conducting business in Utah for the FY08 State Gang Mini-Grant program.

Up to \$80,000 will be awarded for the gang mini-grant program. You may not request more than \$20,000 unless your program can demonstrate that it serves a high-risk population or is in a community highly impacted by gangs. Due to limited funding, it is highly unlikely that more than one grant exceeding \$20,000 will be awarded.

## General Submission Requirements

1. All applications for 2008-09 funding must follow the required format and contain the required forms. One original, six (6) three hole punched copies and an electronic application (CD or via e-mail) are required.

**2. Applications are due by 5:00 pm on Monday, April 28, 2008** at the Utah Commission on Criminal and Juvenile Justice, Utah State Capitol Complex, East Office Building, Suite E-330, SLC, UT 84114-2330. No late applications, faxed applications, or e-mailed applications will be accepted.

3. Your application must be signed by the appropriate officials. All sections of the application pertinent to the proposed project must be completed in full.

4. Letters of participation in the project are required and must detail the specific contributions being provided to the proposed project. Do not include letters of support.

5. There is no match requirement for this grant program.

6. Your agency must assure its willingness to comply with all grant requirements for administration, monitoring, reporting, evaluation, and data collection by reviewing and signing all applicable Grant Conditions (Appendix 1). The signed assurances must be attached to and submitted with the original grant application.

7. Although an effort will be made to continue the funding of successful projects, each project must stand on its own merit annually. No project is guaranteed continuation funding.

**CCJJ will provide technical assistance at no cost to prospective applicants upon request. Please contact Reg Garff at (801) 538-1372 or [rgarff@utah.gov](mailto:rgarff@utah.gov). Technical assistance includes answering questions about the application process, discussing program ideas and concepts, and limited reviews of draft applications.**

## Gang Mini-Grant Program Guidelines

The purpose of the Gang Mini-Grant Program is to prevent gang activity or provide intervention services for gang-involved individuals. Gang activity is present across the state of Utah. Some communities deal with deeply entrenched gang problems, while others are experiencing emerging problems. (See Attachment B)

In this request for proposals, gangs are defined as: “Any ongoing organization, association or group of three or more persons, whether formal or informal, which (1) has continuity of purpose, (2) often has a common name or common identifying sign or symbol, and (3) has members who individually or collectively engage in or have engaged in criminal activity.”

You must provide reliable data to show that a gang problem exists in your target community. The data should include, at a minimum, the number of active gangs, the number of gang members, the number of crimes attributed to gangs, and the breakdown of gang members by age, gender and race. Your application will be rejected if you fail to show that a gang problem is present in your target community.

There are two types of gang programs that will be funded:

1. **Gang prevention through education, awareness and community mobilization** – This type of gang program is for communities where gangs are present. Examples of programs that qualify for funding in this category are life skills training for youth living in gang active neighborhoods, mentoring for siblings of gang members, and parent training on how to recognize gangs and prevent youth involvement in gangs.
2. **Providing alternatives to gangs** – This type of gang program is for individuals who are gang-involved or at high risk for gang involvement. Examples of programs that qualify for funding in this category are life skills training for gang-involved and/or court-involved youth, job training programs for gang-involved and/or court involved youth, and training for professionals on gang prevention, intervention or suppression.

Programs that provide services to K-12 students on school grounds during school hours will NOT be considered. Contact Verne Larsen (801-538-7713) at the Utah State Office of Education to inquire about school-based gang prevention and/or intervention funding.

Preference will be given to programs for underserved populations such as females, ethnic minorities, non-English speaking, and low-income.

## Application Instructions

Your application is limited to 14 pages. Do not count the Grant Cover Sheet (Section 1) or the Budget Matrix (Section 7) in your 14 pages. Page length suggestions are provided for each section of the application. Maintain the margins in the application and use a 12 point font size. Your response may be single-spaced.

### Section 1: Cover Sheet

Complete the Grant Cover Sheet and obtain the appropriate signatures.

### Section 2: Agency Description (1 page)

Describe your organization's mission statement, purpose and goals. Provide evidence that the organization is qualified to provide the proposed service(s) or program(s) and your experience working with your target population. Describe any past collaborative efforts and successes.

### Section 3: Project Summary (1 page)

Provide an overview of your proposed project. This section must be kept to one page.

### Section 4: Problem Statement (2 to 3 pages)

Explain what problems you are trying to address with your program by addressing the following:

- A. Identify specific gang problems in your community.
- B. Determine factors causing the problems.
- C. Use most recent data available (preferably from the last three years) to show that the problem exists. Name the sources of data cited.
- D. Assess available resources in your community and identify gaps in service.
- E. Select priority area(s) your program will address.

You are encouraged to use data sources pertinent to your project. Sources may include but are not limited to:

Utah Board of Juvenile Justice Risk & Protective Factor Tool

<http://trivergia.com/ubjj/maps/main.html>

Utah Commission on Criminal and Juvenile Justice Research Page:

<http://www.justice.utah.gov/Research/default.htm>

University of Utah Criminal Justice Center

<http://www.law.utah.edu/ucjc/studies/>

Child Welfare League of America Juvenile Justice Division:

<http://www.cwla.org/programs/juvenilejustice/default.htm>

Justice Research and Statistics Association:

<http://www.jrsa.org/pubs/juv-justice/index.html>

Office of Juvenile Justice and Delinquency Prevention:

<http://ojjdp.ncjrs.org/>

Utah Division of Juvenile Justice Services Annual Reports and publications:

<http://www.hsdyc.utah.gov/annual-reports.htm>

Utah Department of Substance Abuse and Mental Health, Reports and Statistics (Includes 2003 SHARP Youth Prevention Needs Assessment):

<http://www.dsamh.utah.gov/sharp.htm>

Utah Bureau of Criminal Investigations, Utah Crime Statistics:

<http://www.bci.utah.gov/Stats/StatsHome.html>

Utah State Courts Publications:

<http://www.utcourts.gov/resources/reports/>

Governor's Office on Planning and Budget, Demographic and Economic Development:

<http://governor.utah.gov/dea/>

Utah Kids Count Measures of Child Wellbeing:

<http://www.utahchildren.org/publications.html>

Utah Afterschool Network

<http://www.utahafterschool.org/ideas.php>

## **Section 5: Target Population (2 pages)**

Who will be served by your program and how is this population affected by the problem? Provide specific demographic data about your target population and explain why services are currently lacking. Projects must demonstrate extensive knowledge of the barriers that clients face and show those barriers are appropriately addressed and removed. Projects must also ensure staff's cultural competency and demonstrate extensive knowledge of specific cultural characteristics of the target population.

## **Section 6: Project Operations and Activities (2 to 4 pages)**

This section should address each of the following areas:

### **1. Model Program**

Name the source of the model program being replicated. Include any back-up documentation supporting the claim that the project is a model program. Model program information is available at the following links:

OJJDP Model Program Guide:

[http://www.dsgonline.com/Model\\_Programs\\_Guide/Web/mpg\\_index\\_flash.htm](http://www.dsgonline.com/Model_Programs_Guide/Web/mpg_index_flash.htm)

Blueprints for Violence Prevention

<http://www.colorado.edu/cspv/blueprints/index.html>

CASEL (Collaborative for Academic, Social, and Emotional learning)

<http://www.casel.org>

Centers for Disease Control and Prevention

<http://www.cdc.gov>

Community Guide to Helping America's Youth

<http://guide.helpingamericasyouth.gov>

Department of Education Safe, Disciplined, and Drug-free Schools

<http://www.ed.gov/about/offices/list/osdfs/index.html>

Drug Strategies, Inc.

<http://www.drugstrategies.org>

Hamilton Fish Institute  
<http://www.hamfish.org>  
Institute for Medicine  
<http://www.iom.edu>  
NIDA Preventing Drug Abuse  
<http://www.nida.nih.gov/NIDAHome.html>  
National Institute of Justice What Works Report  
<http://www.ncjrs.gov/works>  
Promising Practices Network  
<http://www.promisingpractices.net/programs.asp>  
SAMSHA Model Programs  
<http://www.modelprograms.samhsa.gov>  
Surgeon General's Youth Violence Report  
<http://www.surgeongeneral.gov/library/youthviolence/youvioreport.htm>

## **2. Project Activities**

Describe your project activities. Explain how the project will address the problem you described in the Problem Statement. Explain what will make the program work. Cite relevant research to show that this program strategy is effective. Indicate best practices that will be used during program implementation.

## **3. Project Staffing**

Describe who will be responsible for the project and identify any staff to be hired. For each person or position listed, provide a brief job description and qualifications. Do not attach resumes.

Grant funds cannot be used to supplant the existing salaries of any employees. In other words, you cannot use grant funds to pay someone who is already being paid from other sources to do the same work.

## **4. Collaboration**

Describe other organizations or programs involved in your project. Specify contributions they are making to your program. Each listed organization must provide a letter of participation, which should be placed in Attachment A. Do not include letters of support.

Programs that fail to demonstrate active collaboration with other agencies or organizations will not be funded.

## **5. Timeline**

Include a timeline of steps needed to implement the project. The timeline should identify program activities for the entire grant year (July 1, 2008 to June 30, 2009).

## **6. Priority Area**

Explain how your proposed program meets one or more of the funding priority areas.

## **Section 6a: Progress to Date (Continuation Programs Only) (1 page)**

If you are applying for funds to continue a program previously funded under these grant programs, you must provide information about your progress to date.

1. Explain how your program has successfully met its objectives and outcome measures. Provide data verifying your program's activities and outcomes.
2. Provide information about your attempts (successful and unsuccessful) to find additional funding sources for your program.

## **Section 7: Project Goals, Objectives and Performance Measures (1 to 2 pages)**

If you are awarded funding, your project will be monitored to ensure that you are meeting your project's goals and objectives.

This section should contain the following information:

### **1. Project Goal(s)**

A project goal(s) is what you hope your project will accomplish in the long-term. They must be realistic and achievable. For example, your goal may be to reduce the alcohol and other drug use by teen drivers. Or, your goal may be to reduce residential and car burglaries.

### **2. Project Objectives**

Project Objectives describe the short-term results of your project. Objectives describe the specific activities of your project. Objectives must be measurable. For example, your objective may be to provide a two-part DUI awareness training for all driver's education students at the local high school. Or, your objective may be to reduce residential and car burglaries by five percent by forming and training eight new neighborhood watch areas.

### **3. Performance Measures**

Performance measures tell how you plan to measure your project's success in achieving your objectives. Identify what type of data you plan to collect and how you will collect that data. For example, if your objective is to provide a two-part DUI awareness training to all driver's education students at the local high school, your performance measures would be the number of trainings provided and the percent of driver's education students who completed the two-part training.

The table included in the application should be used to show the above information.

<b>Goal: <i>To prevent alcohol and other drug use by teen drivers.</i></b>	
<b>Objective</b>	<b>Performance Measures</b>
To provide a two-part DUI awareness training for all driver's education students at the local high school.	The number of trainings provided.  The percent of driver's education students who completed the two-part training.

#### **4. Evaluation Plan**

Identify who will be responsible for evaluating the project and how the evaluation plan will be developed.

### **Section 8: Budget Matrix and Narrative**

The Budget Narrative must explain how funds are being used in each budget category and how you arrived at those dollar figures. Review each budget category for specific budget narrative requirements.

#### **Budget Categories**

##### **1. Personnel**

List full or part-time program salaried employees directly involved in the proposed project. Do not request grant funding for an employee who is already on the payroll unless the original position held by that person will be filled by a new employee. List the name of individual, if known. If a person has not been hired, list the title of the position and indicate it is "vacant."

For grant employees, indicate the number of hours for each position. The hourly rate for personnel salaries can be determined on the basis of 8 hours per day, 40 hours per week, 173.33 hours per month, or 2,088 hours per year.

Salaries may not exceed those normally paid for comparable positions in the community or the unit of government associated with the project. Paid vacation and sick leave are allowable expenditures, but must not exceed the time that is normally allowed by the agency or unit of government associated with the project. All leave earned must be used or paid during the period of the grant.

Employees who are not on the payroll are classified as consultants. Consultant information should be described in the Consultant Budget section.

Fringe benefits are to be based on the employer's share only. Fringe benefit base wage amounts for part-time employees must be prorated according to the percentage of total time spent with each employer. Show how you calculated fringe benefits.

##### **2. Consultant Contracts**

Persons with specialized skills who are not on the payroll are considered consultants. When a consultant is known, a resume listing the consultant's qualifications must accompany the application with a draft of the consultant contract. However, if the position is vacant and the project receives funding, the identified consultant contract must be pre-approved by CCJJ prior to hiring the consultant.

In this section, include any expenses such as travel and per diem that will be paid to the individual consultant in addition to their fees.

Consultant fees for individuals may not exceed \$56.25 per hour or \$450 per day, for an 8-hour day, plus expenses, without prior approval from CCJJ. Fee justification must be provided.

Describe the procedure used in acquiring the consultant (i.e., small purchase procedures, competitively sealed bids, non-competitive negotiation, etc.). All procurement transactions whether negotiated or competitively bid without regard to dollar value shall be conducted in a manner as to provide maximum open and free competition.

### **3. Equipment, Supplies & Operating**

Identify all purchases of supplies, equipment and operating within this single category.

Equipment is tangible, non-expendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

Supplies are materials that are expendable or consumed during the course of the project. List items by type (e.g. office supplies, postage, utilities, training materials, copy paper, etc.) and show the basis of computation.

All purchases must be necessary for the project to achieve its goals and objectives. Subgrantees are expected to follow the written purchasing policies and procedures of their agency (state, city, county or non-profit agency). All procurement transactions, whether negotiated or competitively bid and without regard to dollar value, shall be conducted in a manner to provide maximum open and free competition. At a minimum, subgrantees policies should meet or exceed state standards as follows:

- Purchases under \$1,000 - No competitive quotes are required, however, the best source and price should still be selected.
- Purchases between \$1,000 and \$5,000 - Quotes should be obtained (by phone, fax, or letter) from at least two vendors. Award must be made to the vendor submitting the lowest quote meeting the minimum specification and required delivery date.
- Purchases exceeding \$5,000 - A competitive sealed bid process must be conducted or subgrantees may purchase items through "State Contract" with approved vendors. Sole source contracts must be approved by CCJJ prior to being awarded.

### **4. Travel and Training**

For in-state trips, include the per-mile reimbursement rate and anticipated miles to be traveled and the number of people traveling. For out-of-state training, list the actual conferences to be attended, the conference site and date, estimated travel, registration, lodging and per diem costs and how many individuals will attend. Explain how the information acquired at the conference is necessary and beneficial to your project. If conference information is not currently available, list the types of training desired, number of people needing the training, and the estimated costs. If your grant is approved, you will need to obtain pre-authorization from CCJJ to attend any conferences that were not pre-identified.

Expenses for travel and training must adhere to your organization's written policies. Organizations that do not have their own written travel policy, must adhere to the State of Utah Travel Policy (see [www.finance.utah.gov/travel/](http://www.finance.utah.gov/travel/)). Grant related travel charges must not exceed the rates usually allowed by the relevant unit of government or agency involved in the project.

**No Supplanting**

Funds must be used to *supplement* existing funds for program activities and *not* replace those funds which have been appropriated for the same purpose.

**Appendices and Attachments**

Review the Certified Assurances and Grant Conditions (Appendix 1) and obtain original signatures. The Certified Assurances and Grant Conditions are only required to be attached to your original grant application. It is not necessary to include them with your copies.

Obtain the necessary Letters of Participation (Attachment A) and attach them. Include, if applicable, Consultant Resume(s) (Attachment B).

## Application Checklist

	<b>Section 1</b> - Cover Sheet with budget amounts matching the Budget Matrix.
	<b>Signatures</b> – Required on Cover Sheet and Specified Appendices
	<b>Section 2</b> – Agency Description
	<b>Section 3</b> – Project Summary
	<b>Section 4</b> – Problem Statement
	<b>Section 5</b> – Target Population
	<b>Section 6</b> – Project Operations and Activities
	<b>Section 7</b> – Project Goals, Objectives & Performance Measures
	<b>Section 8</b> – Budget Matrix and Narrative
	<b>Section 9</b> – Participants List
	<b>Page Limit</b> – 14 page limit for Sections 2-7
	<b>Attachment A</b> - Letters of Participation (DO NOT INCLUDE LETTERS OF SUPPORT)
	<b>Attachment B</b> – Consultant Contract(s) Resume(s) (if applicable)
	<b>Appendix 1</b> - Signed Certified Assurances and Grant Conditions
	<b>Copies</b> - (1) Original with Appendices and (6) six, two-sided copies <u>without Appendices</u> (stapled or held with a binder clip and three-hole punched on the left side)
	<p><b>Deadline – Monday, April 28, 2008 at 5:00 pm</b> (The office doors lock automatically at 5:00 p.m. Your application will not be considered if it is not delivered prior to the doors locking.)</p> <p>Utah State Capitol Complex            East Office Building, Suite E-330            P.O. Box 142330            SLC, UT 84114-2330</p>

## **Attachment A**

### **Scoring Criteria for Gang Mini-Grant**

#### **Cover Sheet & Agency Description (10%)**

- a. Demonstrates knowledge of and experience in crime and/or gang strategies.
- b. Past or current efforts have been collaborative in nature.
- c. Submitted with all required information and signatures.

#### **Problem Statement (20%)**

- a. Clearly describes problem to be addressed.
- b. Thoroughly documents the problem with data and statistics from the past three years.
- c. The target population is clearly defined and similar services for this population are currently lacking.
- d. The project addresses one of the priority areas for funding.

#### **Project Operations and Activities (25%)**

- a. Outlines clear and convincing plan to address the problem.
- b. Cites relevant research to show efficacy of the program strategy.
- c. Staff roles and qualifications are identified and appropriate for the proposed program.
- d. Program collaborators and their roles are identified.
- e. Timeline of activities is reasonable.
- f. Program progress to date demonstrates program's effectiveness. (Continuation projects only)
- g. Project demonstrates valid efforts to secure other sources of funding. (Continuation projects only)
- h. Program shows sustainability beyond grant funding.

#### **Preference Points (5%)**

- a. Clearly identifies underserved population.
- b. Provides effective plan to address needs of underserved population.

#### **Project Goals, Objectives and Performance Measures (25%)**

- a. Goals and objectives outlined are clear and reasonable.
- b. Objectives listed are measurable.
- c. Performance measures are clearly identified and appropriate for measuring success.
- d. Evaluation plan is sound and will verify project's success.

#### **Budget Matrix and Narrative (20%)**

- a. Costs are reasonable for the program as outlined.
- b. Budget narrative provides justification of budget expenditures.
- c. Provided cash match shows agency commitment.

## **Attachment B**

### **Gang Programs Literature Review**

The OJJDP Comprehensive Gang Model focuses on involvement with the whole community. There are five parts to the model, these include: Community Mobilization, Opportunities Provision, Social Intervention, Suppression, and Organizational Change and Development. Although it is important to review all five strategies, this literature review is focused on the social intervention strategy.

#### **Target Populations**

Research conducted by Howell and Egly on risk factors and gang membership suggests risk factors for high-risk youth starts as early as 3 to 4 years old with the emergence of conduct problems, followed by school failure between the ages of 6 and 12, delinquency onset by 12, and gang joining by 13 to 15 years of age. (Howell, 2005) Studies were conducted on four cities with large gang populations and the results showed a trend of gang membership development. Youth generally begin hanging out with gangs at 12 or 13 years of age, join the gang at 13 or 14 (from 6 months to a year after they first hang out with the gang), and are first arrested at 14. From a study conducted in Ohio, results suggest that gang youth start their criminal offense history with property offenses and progress within 1.5 to 2 years to violent and drug-related crimes. (Huff, 1998)

Based off this research, it is advised to target youth who are 12 years old or younger for the prevention programs, especially high-risk youth who have had school failure in elementary school. For gang intervention, the program should target younger youth between 13 to 15 years of age and intervene early with either the youth's first arrest or youth who are still committing less serious offenses such as property crimes.

#### **Risk Assessment**

Research has shown that programs that combine high-risk individuals with low-risk individuals produce results that do more harm to lower-risk participants than if the participant had no intervention. Offenders risk levels should match the intensity of their treatment. High-risk offenders require intensive interventions to reduce recidivism, while low-risk offenders benefit most from low intensity interventions or no intervention at all (Gornik, 2002).

#### **Family Involvement**

According to the OJJDP Comprehensive Gang Model, Planning for Implementation, long-term change will not occur without addressing, "the institutions which support and control youth and their families."

#### **Effective Interventions**

Aggression Replacement Training (ART) was utilized with a series of very aggressive youth gangs in New York City. ART produced several positive and successful outcomes. It was found that arrest rates and recidivism decreased, interpersonal skills improved, youth's anger declined, and antisocial behaviors decreased. (Goldstein, 1994) According to the "Gang Intervention Handbook", ART is an effective interpersonal skills intervention. It was used in three studies and all showed the same outcomes as the New York study. Interpersonal skills were learned and aggression decreased. (Goldstein, 1993)

In the book "The Youth Gang Problem", Spergel, states that of the comprehensive gang model, provisions of social opportunities, is one of two critical components. Spergel goes on to say that opportunities are defined as education and jobs. Other social services are placed under the "social interventions" part of the comprehensive model. This book also suggests that these opportunities also be given to the youth's family. (Spergel, 1995) It has been found with federal employment and training programs, that criminal activity does decrease. The "Gang Intervention Handbook" reviews four promising employment related programs. Joanne Corsica, states holistic programs that combine work experience, education, and counseling do show some effectiveness with high-risk youths. She suggests the following characteristics for a successful employment program: "a highly individualized, person-centered approach, which allows program participants to proceed at their own pace and according to their own interests, a long term commitment to participants, active involvement of participants in decisions that affect them, an orienting philosophy that views youths as valuable resources and adults as mentors, a sensitivity to cultural and personal issues, a structural flexibility that allows the program to accommodate participants' diverse needs, and linkages to a network of community resources." (Goldstein, 1993)

### **References**

Goldstein, A., Glick, B., & Carthan, W. (1994). *The Prosocial Gang: Implementing Aggression Replacement Training*. Sage. Thousand Oaks, CA.

Goldstein, A & Huff, C. R. (1993). *The Gang Intervention Handbook*. Research Press. Champaign, IL.

Gornik, M (2002). *Moving from Correctional Program to Correctional Strategy: Using Proven Practices to Change Criminal Behavior*. National Institute of Corrections. Washington, DC.

Huff, C. R. (1998). *Comparing the Criminal Behavior of Youth Gangs and At-Risk Youths*. National Institute of Justice, Research in Brief. U.S. Department of Justice. Washington, DC.

Howell, J.C. & Egle, A. (2005). *Moving Risk Factors into Developmental Theories of Gang Membership*. Youth Violence & Juvenile Justice, Vol 3., No. 4, pp 334-354.

Spergel, I. (1995). *The Youth Gang Problem: A Community Approach*. Oxford University Press. Oxford, NY.

## Attachment C

### SHARP Gang Involvement Data

<b>Gang Involvement</b>													
Year & Grade	Bear River	Central Utah	Davis	Four Corners	Northeast	Salt Lake	San Juan	Southwest	Summit	Tooele	Utah	Wasatch	Weber/Morgan
2003 6th	n/a	n/a	5.9	n/a	n/a	3.3	n/a	n/a	n/a	n/a	4.1	n/a	n/a
2003 8th	n/a	n/a	11.5	n/a	n/a	6.3	n/a	n/a	n/a	n/a	6.2	n/a	n/a
2003 10th	n/a	n/a	9.3	n/a	n/a	3.3	n/a	n/a	n/a	n/a	5.7	n/a	n/a
2003 12th	n/a	n/a	5.8	n/a	n/a	3.3	n/a	n/a	n/a	n/a	7.6	n/a	n/a
2005 6th	n/a	n/a	5	n/a	n/a	5.3	n/a	n/a	n/a	n/a	3.9	n/a	n/a
2005 8th	n/a	n/a	5.1	n/a	n/a	6.1	n/a	n/a	n/a	n/a	4	n/a	n/a
2005 10th	n/a	n/a	4.7	n/a	n/a	5.1	n/a	n/a	n/a	n/a	2.9	n/a	n/a
2005 12th	n/a	n/a	4.3	n/a	n/a	3.4	n/a	n/a	n/a	n/a	4.7	n/a	n/a
2007 6th	4.2	4.5	3.7	8.6	4.9	5.1	7.6	5.4	0.6	5.6	3.3	2.4	3.1
2007 8th	5.4	3.8	6.2	8.5	5.9	5.7	3.8	7.9	3.2	7.1	4.4	5.1	9.4
2007 10th	4	4.8	6.5	7	3.8	5.7	13.5	4.9	1.5	7.2	3.6	7.9	6.4
2007 12th	1.3	4.7	4.1	3.4	3.9	5.4	n/a	2.3	1.7	5.9	2.3	7.8	2.8