

Perdue: \$1.2 billion needed to create jobs

James Salzer, Atlanta Constitution Journal | Friday, January 9, 2009



Gov. Sonny Perdue asked state lawmakers Tuesday to approve \$1.2 billion in construction borrowing to create 20,000 new jobs and build schools, university facilities and libraries. However, his budget plan also calls for no pay raises for 200,000 state employees and teachers next year. And it eliminates the \$428 million homeowners property tax grants, which could lead to a property tax increase for Georgians this year.

Perdue released limited details of his spending plan for the rest of this year and fiscal 2010, which begins July 1, during a 40-minute state-of-the-state address to lawmakers. The governor said some state agencies would face cuts of more

than 10 percent. Perdue's budget plan is a recommendation, although he alone sets the total amount that can be spent. Lawmakers will now be working on their versions of the budget.

Perdue wants to soften the potential spending cuts, somewhat, by using \$50 million in reserves this year and \$408 million next year. To avoid massive budget cuts in public health care, Perdue said he wants a fee on hospitals and health insurance plans to fill holes in the Medicaid. He told lawmakers that coming up with a final budget will be tough. "Political mantras aside, cutting more than 10 percent from a budget cannot be achieved by simply cutting waste," Perdue said.

During the speech, the governor touted his "stimulus plan" that includes \$1.2 billion, mostly for new construction projects. Georgia is one of few states with a AAA bond rating, the best available, so it should be able to get good lending rates. "In times that we have trimmed our budget in other areas, we are aggressively increasing our bond package by a full 20 percent over last year," he said during his address. "This will take advantage of low construction costs and create an estimated 20,000 new jobs in an industry that is ready to go to work." One thing Perdue didn't cut was local assistance grants, known as pork at the Capitol because they are doled out by legislators. Lawmakers allocated \$6 million for those projects, which include everything from new band uniforms to park improvements. Perdue didn't eliminate them. House and Senate leaders have delayed releasing the money until they can review the projects.



1. In appropriate paragraph form, identify the primary intentions behind Governor Perdue's financial requests as well as the potential repercussions and ramifications as a result thereof. **(GPS – Grades 6 – 8: MRC a, d)**
2. Define and provide an example of the terms "line symmetry" and "vertex" as well as what is meant by separating a figure into congruent halves. Illustrate the figure and specify the number of lines of symmetry found in the outline figure of Georgia State. Does the figure contain rotational symmetry? If yes, what is the degree of rotation? Does it contain a vertex? Answer the same series of questions using the outline figure of Georgia State located above. Communicate mathematically and thoroughly explain each of your responses in detail. **(GPS - Grade 6: M6P1 – M6P5; MRC; M6G1 a and b)**
3. Reconstruct the outline figure of Georgia State located above. Constructions should include copying a segment and an angle; bisecting a segment and an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. Thoroughly communicate your thoughts, ideas, and each of the steps taken in solving the problems mathematically from the beginning to the end. **(GPS Grade 7: M7P1 – M7P5; MRC; M7G1 a)**
4. Use set notation to denote elements of a set. Apply the meanings of union, intersection, and complement to complete the following: The following numerical figures were derived from the passage above and categorized into Set $A = \{1, 10, 20, 2010, 200K, 50 \text{ million}, 6 \text{ million}, 1.2 \text{ billion}\}$ and set $B = \{40, 2010, 200K\}$. Demonstrate the relationships among the two sets through use of Venn Diagrams. What must occur to either one of the sets in order to obtain an empty or null set? Explain. **(GPS Grade 8: M8P4 a - c; M8D1 a - c)**
5. Upon completion of this assignment, how far have we progressed through the 2008-09 series of *The Daughtry Times*? Express your answer interchangeably as a fraction, decimal, percentage, and circle graph. **(GPS – Grade 6: M6N1 f, g; M6D1c; Grade 7: M7D1 f)**
6. Using contextual clues only, define the following italicized words: *doled*, *allocated*, *massive*, *mantras*, and *touted* obtained from the passage above. Additionally, use each word in a complete sentence to demonstrate further comprehension. **(GPS – Grades 6 –8: MRC a, c, d)**

Georgia Performance Standards (GPS) adapted from georgiastandards.org. Standards specifically addressed in this edition are strategically aligned with the curriculum map and annotated adjacent to the respective grade level inquiry.

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