

conducting the officer or employee's regular duties.

“(c) USE OF OLEORESIN CAPSICUM SPRAY.—Officers and employees of the Bureau of Prisons issued oleoresin capsicum spray pursuant to subsection (a) may use such spray to reduce acts of violence—

“(1) committed by prisoners against themselves, other prisoners, prison visitors, and officers and employees of the Bureau of Prisons; and

“(2) committed by prison visitors against themselves, prisoners, other visitors, and officers and employees of the Bureau of Prisons.”

(b) CLERICAL AMENDMENT.—The table of sections for chapter 303 of part III of title 18, United States Code, is amended by inserting after the item relating to section 4048 the following:

“4049. Officers and employees of the Bureau of Prisons authorized to carry oleoresin capsicum spray.”

SEC. 3. GAO REPORT.

Not later than the date that is 3 years after the date on which the Director of the Bureau of Prisons begins to issue oleoresin capsicum spray to officers and employees of the Bureau of Prisons pursuant to section 4049 of title 18, United States Code, as added by this Act, the Comptroller General of the United States shall submit to Congress a report that includes the following:

(1) An evaluation of the effectiveness of issuing oleoresin capsicum spray to officers and employees of the Bureau of Prisons in prisons that are not minimum or low security prisons on—

(A) reducing crime in such prisons; and

(B) reducing acts of violence committed by prisoners against themselves, other prisoners, prison visitors, and officers and employees of the Bureau of Prisons in such prisons.

(2) An evaluation of the advisability of issuing oleoresin capsicum spray to officers and employees of the Bureau of Prisons in prisons that are minimum or low security prisons, including—

(A) the effectiveness that issuing such spray in such prisons would have on reducing acts of violence committed by prisoners against themselves, other prisoners, prison visitors, and officers and employees of the Bureau of Prisons in such prisons; and

(B) the cost of issuing such spray in such prisons.

(3) Recommendations to improve the safety of officers and employees of the Bureau of Prisons in prisons.

Mr. TOOMEY. Mr. President, I yield the floor.

The PRESIDING OFFICER. The Senator from Tennessee.

HIGHER EDUCATION EXTENSION ACT OF 2015

Mr. ALEXANDER. Mr. President, I ask unanimous consent that I be allowed to enter into a colloquy with Senators AYOTTE, BALDWIN, CASEY, and PORTMAN.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. ALEXANDER. If it is agreeable to Senators, I will make a few remarks introducing the subject of the colloquy, and then the Senators will speak in that order. I am here today to talk about the Federal Perkins Loan Program Extension Act of 2015, which is a substitute to H.R. 3594. I have a bill which has been taken to the desk.

The original sponsors of the bill, which I will ask to be considered at the conclusion of the colloquy, are Senators AYOTTE, BALDWIN, JOHNSON, CASEY, COCHRAN, BOOZMAN, and me. We have debated the Perkins loan several times on the floor of the Senate. Twice, I have objected to the House bill to extend the Perkins Loan Program. This is a program that was set to expire in 2012, since the 1998 reauthorization of the Higher Education Act.

That date was not extended the last time we reauthorized the Higher Education Act. This is a program that, in 1998, the Congress and the President decided would expire in 2012. The expiration of the loan program should not have been a surprise to anybody. It has not received appropriations since 2004.

The Department of Education reminded institutions that the program was expiring earlier this year. I objected to the extension on the grounds that the current Federal loan program—one that all students, not select students, are able to use—has a lower interest rate and better repayment options than the Perkins Loan Program. I objected because I believed there should only be one Federal loan program for undergraduate students, as well as one for graduate students, and one for parents.

That was the testimony we received in our education committee, the HELP Committee. Senator BENNET and I and a bipartisan group of Senators have introduced something called the FAST Act, which would, in a variety of ways, simplify the ability of students to apply for Federal student aid. One of those ways is to simplify the maze of student loans that are available to students today.

Sometimes students end up with more loans than they even know they have. Then they have trouble paying them back. However, in recent weeks, I have had many conversations with Senators. Some of them are on the floor today and are Members of this colloquy, who have suggested to me they would like to have the Perkins Loan Program extended until we can address it in the Higher Education Reauthorization Act.

Senator AYOTTE, Senator BALDWIN, Senator COLLINS, Senator CASEY, Senator JOHNSON, Senator PORTMAN, and Senator BLUMENTHAL are some of the Senators who have eloquently made that case on the floor of the Senate. They came and argued the merits of the Perkins Loan Program. Most of the arguments relied on the use of these loans by students to provide for financing up to a student's full cost of attendance to meet a gap in funding that is above their direct Federal loan limits for the very neediest students; or they argued it was an important resource to students in urgent circumstances such as when a student's parent loses a job.

I listened to these Senators. I have listened to university presidents and others who have talked with me about

it. As a result, today I come here with what I believe is a fair compromise, co-sponsored by the Senators that I mentioned, to address the specific issues raised.

We propose a 2-year extension of the Perkins Loan Program while we work on a long-term solution for simplifying the student aid program. This extension will give us time to move forward on the Higher Education Act reauthorization next year, and come to a consensus on how to simplify the Federal student aid program, which has become so complicated that many students will not even apply for loans, and many of those who do don't realize the opportunities they have to pay the loans back according to very generous terms.

That being said, I think it is important for me to say that I am still, frankly, skeptical of the merits of this duplicative loan program, which only serves 5 percent of all student loan borrowers and amounts to a little over one-half of 1 percent of all the outstanding federal student loans we have in the country today. The program provides an average loan of about \$2,000 and illustrates the complicated mess our student loan system is in today.

My colleagues, cosponsors, and I have worked on this compromise to extend the Perkins Loan Program for 2 years for all eligible undergraduates and 1 year for current graduate students who have already received a Perkins loan for the graduate degree they are pursuing.

This is what the substitute does. It extends the Perkins Loan Program until September 30, 2017, for all eligible undergraduates. It provides 1 year of additional Perkins loans to graduate students who have already received a Perkins loan.

Under the Direct Grad PLUS Loan Program, graduate students have the ability to borrow up to the cost of attendance annually and have no aggregate or lifetime loan limits. In other words, you don't need the Perkins loan as a graduate student to meet costs because you can get as much money as you would need under the regular direct loan system.

The bill requires that the institutions award the maximum annual limit of subsidized direct loans prior to awarding a Perkins loan for current undergraduate Perkins loan borrowers.

It requires that institutions award the maximum annual limit of both subsidized and unsubsidized direct loans prior to awarding a Perkins loan for new undergraduate Perkins loan borrowers.

It requires the institution to disclose to Perkins loan borrowers the following: that the program is ending; next, that this loan is not eligible for certain repayment and forgiveness benefits available to borrowers utilizing the Direct Loan Program.

For an undergraduate, the interest rate is lower in the Direct Loan Program and they have a more generous way to repay the loan than under the

Perkins loan. We want the Perkins loan borrowers to know that.

We want them to know they may consolidate their Perkins loan into a Federal direct loan to receive the benefits of the Direct Loan Program; that is, the more generous repayment terms.

We want them to know that Federal direct loans and Perkins loans have different interest rates.

We want them to know that if they are receiving a Perkins loan as an undergraduate today and they have received one in the past, that their institution has already awarded all subsidized Federal direct loans for which they may be eligible for that year. In other words, the Perkins loan is their second loan.

Many students borrow more than they should and then have trouble paying it back. We want them to know that if they are receiving a Perkins loan for the first time, their institution has already awarded all subsidized and unsubsidized Federal direct loans for which they were eligible that year and that this is their third loan.

If this whole Federal student aid system sounds complicated, it is.

There are millions of students across our country who take advantage of generous Federal grants and loans—more than \$30 billion in grants that they don't have to pay back every year. There is a total outstanding debt of federal student loans of \$1.2 trillion, almost \$100 billion in new loans every year. However, it is such a maze and so complicated that many students don't understand how much they are borrowing. So that was my purpose in objecting to an automatic extension of the Perkins loan without thinking about it in terms of how we simplify it and make it easier for students to understand the tangled maze of loans in the Federal student aid system.

I thank my colleagues who are here today for being so eloquent and so aggressive in pointing out the benefits of the Perkins Loan Program and for coming up with the suggestion that we find a fair compromise so that over the next 2 years the Perkins Loan Program will continue but that during that time, both our education committee and the full Senate and the House will have a chance to review and make simpler the Federal system of grants and loans for students who attend our 6,000 colleges and universities in the country.

At this point, I recognize Senator AYOTTE of New Hampshire, who was one of the first to come to the floor and very persuasively argue about the importance of some continuation of the Perkins Loan Program.

Ms. AYOTTE. Mr. President, I thank the Senator from Tennessee. The Perkins loan is a very important loan program to people in New Hampshire and to 5,000 students in New Hampshire who are current recipients.

While I know my colleagues who are on the floor who have fought so hard

for this—Senator BALDWIN, Senator CASEY, and Senator PORTMAN—would have preferred that the Senate take up and pass the House's Higher Education Extension Act prior to Perkins expiring, because all of us were on the floor on September 29 as well, I do very much appreciate the spirit of compromise that the Senator from Tennessee has shown in working with us to extend this very important loan program for 2 years, and I thank him for that and for not letting this expire.

I thank my colleagues on the floor who have fought so hard for the students in their States who, like the students in New Hampshire, the 5,000 students who received a Perkins loan during the last academic year—this is very important to those students. I have heard from them, the colleges, universities, and financial aid administrators in New Hampshire, who have urged that it is very important, especially before we end the year with the Perkins Loan Program expired, that we pass this extension.

Certainly I look forward to continuing to work to make sure that all of our student loan programs are easier for people to use; that they are simpler; and that we make sure young people in this country and those who are returning to education as well—perhaps in a change of career or a new course in their life—that they get the opportunity, no matter where they come from or their economic background, to reach their full potential in this country because that is the essence of the American dream.

Again, this program is very important to my home State. This program is also important to half a million students across the country. It hits a lot of students.

Unfortunately, in my home State of New Hampshire, we have the distinction of having the highest average student loan debt in the country. So every bit helps students. These 5,000 students in New Hampshire—I want them to know this program will continue, and I want to make sure the people of New Hampshire understand that I am going to continue to fight for access for all of our students in New Hampshire and those who want to have better educational opportunities to better their lives and reach their full potential.

I thank the Senator from Tennessee, and certainly I thank the other Senators who are on the floor on a bipartisan basis who fought so hard for the Perkins loan extension.

Mr. ALEXANDER. Mr. President, I thank the Senator from New Hampshire. She has been a passionate advocate for the Perkins loan recipients in New Hampshire and across this country and played a major role in developing this 2-year compromise that permits us to continue the program while we look at the future.

Senator BALDWIN of Wisconsin was one of the first on the floor to point out the importance of passing the House bill and dealing with this issue.

She is a member of the Senate's education committee, what we call the Health, Education, Labor, and Pensions Committee. Both she and her colleague from Wisconsin, Senator JOHNSON, have vigorously advocated for an extension of the Perkins Loan Program. I thank Senator BALDWIN for her hard work and look forward to working with her not just on passing this bill but working in the committee to come to a proper resolution on student aid.

Ms. BALDWIN. I thank the chairman for this colloquy and for the moment at which we have now arrived.

Mr. President, I rise to speak about the Perkins Loan Program—a vital investment in students that has been successful in helping Americans access affordable higher education and pursue their dreams.

Due to Senate inaction, the Perkins Loan Program lapsed at the end of September. I have twice come to the floor to urge my colleagues to take action and extend this critical student loan program which has helped literally millions of America's low-income students for more than half a century.

I am proud to have earned the support of a strong bipartisan majority in the Senate to continue this investment. Since the program's expiration, a growing chorus of advocates, students, and colleges and universities have joined our bipartisan coalition in calling on the Senate to act.

As has been well documented, my friend Chairman ALEXANDER and I have had our differences on this issue. As he just shared, he has objected to my previous efforts to revive the Perkins Loan Program due to his concerns with the program that he wanted to address as a part of the discussion about reauthorizing the Higher Education Act—a discussion, by the way, I very much look forward to. But despite his prior objections, I have certainly remained firm in the belief that we must act now to help students, even as we look toward that future conversation on higher education starting at the education committee and then proceeding through the Congress.

I continue to work with my Republican colleagues and Democratic colleagues—especially those Republican colleagues who had concerns with the program—in order to find an interim path forward.

I am so pleased that we are here today with a bipartisan compromise that provides a 2-year extension of the Perkins Loan Program. The compromise before us today is not perfect, and this is not the legislation I would have written on my own. However, today we have found a bipartisan solution that breaks the gridlock and will revive the Perkins Loan Program, providing critical support to students across America who were left in the lurch when the program expired this fall.

This extension provides current and new undergraduate borrowers with access to Perkins loans through September 30 of the year 2017, allowing

them to complete both the 2016–2017 and 2017–2018 academic years with the support of this important program. In addition, it provides current graduate students with a Perkins loan an additional year of eligibility through September 30, 2016, allowing them to complete the 2016–2017 academic year with the support of Perkins. Like the 1-year extension measure which the House adopted by voice vote earlier this fall, this 2-year extension is fully paid for.

I thank Chairman ALEXANDER for working with me and Ranking Member MURRAY to address his concerns and to reach this compromise which we expect the Senate to pass in short order.

I also thank my strong allies in this fight: Senator MURRAY, Senator CASEY, Senator PORTMAN, Senator AYOTTE, Senator COLLINS, and many other supporters of the Perkins Loan Program in the Senate.

I also thank our partners on the House Education and the Workforce Committee, Chairman KLINE and Ranking Member SCOTT, who supported extending the Perkins Program. I am hopeful they will push this legislation across the finish line before Congress leaves for the year.

Since 1958, the Federal Perkins Loan Program has been successfully helping Americans access affordable higher education with low-interest loans for students who cannot borrow or afford more expensive private student loans.

In Wisconsin, the program provides more than 20,000 low-income students with more than \$41 million in aid, students such as Andrew, a current student at the University of Wisconsin-Stevens Point campus. Without the support of his Perkins loan, Andrew said he would not have had the means to attend college with the little to no income at his disposal. Today, not only is Andrew making the dean's list every semester, but he also has his sights set on attending the law school at the University of Wisconsin. Andrew said: "Without the assistance I get from the Perkins Loan I would be forced to either take out other high-interest loans, delay my graduation rate, or drop out—which is the last thing I want to do."

I am pleased that we have reached an agreement to extend this program for 2 years to help students just like Andrew. I look forward to working with my colleagues on the HELP Committee to ensure that campus-based programs like Perkins are a part of the future of Federal support for higher education.

Again, I thank the chairman for his colloquy and his hard work on reaching this resolution for the moment and look forward to the larger debate in the Education Committee when we reconvene next year.

Mr. ALEXANDER. Mr. President, I thank the Senator from Wisconsin. This is the second time in 2 weeks that she has played a role in an important bipartisan decision on the floor of the Senate regarding education. She has made a major contribution to our Ele-

mentary and Secondary Education Act, and through her willingness to work in a bipartisan way with other Senators who she mentioned, we have been able to get a bipartisan result. Hopefully, it will be passed by the end of the year, and then we will work together in committee to find the right solution.

No Member came more quickly to me to talk about the Perkins Loan Program than did the Senator from Ohio, ROB PORTMAN, who has an eye for the budget with his broad experience as Director of the budget and with a large number of colleges and universities in Ohio. He is here today to discuss the Perkins Loan Program, along with Senator BALDWIN, Senator AYOTTE, and Senator CASEY.

Mr. PORTMAN. Mr. President, I thank the Senator from Tennessee. I appreciate his work and help to ensure these kids are not going to be left in the lurch. There are kids in the State of Ohio who are expecting to get their Perkins loans this January as they go into the next semester, and there were certainly thousands of young people who were hoping in the fall that they were going to be able to take advantage of it, and they were very uncertain.

It is a big program in Ohio. We actually have over 25,000 Ohio students who receive financial aid through Perkins. In one school alone, Kent State, 3,000 students.

By the way, I got lobbied on this very directly. A young woman named Keri Richmond interned in my office last summer. Keri is a classic example of someone who needs Perkins because it fills in the gaps for her. In her case, she has a Pell. Yet as a young woman who has been in and out of foster homes her entire life—and, by the way, is a wonderful advocate and spokesperson for that program and how it helps foster kids to get on their feet—she does not have the help at home that many students do. So even for the small things, she needs that Perkins loan. She is very grateful today that we are extending this program, of course; but, more importantly, she is grateful for all her other colleagues at Kent State and around the State of Ohio.

I was with some Ohio State students a couple weeks ago for a holiday party with the president of Ohio State, who is very pleased this has been finally handled because he was trying to plan. As we know, schools play a big role in Perkins. It is essentially like a revolving loan program. With the interest, they are able to come up with new loans for the next year. So the colleges and universities in Ohio are very involved. We have 1,700 students at Ohio State; overall, we have 60 schools in the Buckeye State—colleges and universities—taking advantage of this. So this is a big deal for us.

I appreciate the fact that the chairman has been willing to sit down and work with us on this and come up with a way for us to move forward to give these young people the certainty that

they need at a time when it is more expensive to go to college. This is a barrier for a lot of young people to be able to get that degree, to get the experience, to have the ability to be able to go out in this tough job market and be able to find work and find their place in the workforce. I am happy we have come to this point.

I will say I am very eager to work with the chairman, Ranking Member MURRAY, and others over the next period of time while we extend this program to come up with a better way to deal with our student loan program generally. I think the chairman makes a good point about the complexity. I think he is probably right that it is so complex that some parents and students are turned off by it, and we can simplify it. Certainly, we can, but I also want to make it clear that we need to be sure that we are providing maximum flexibility for students who might otherwise get left behind and wouldn't be able to take advantage of the opportunity to go to college and get a degree. We should be doing everything in our power to provide more students in my home State of Ohio and around the country the chance to get the tools they need in order to be able to be successful.

I thank Senator AYOTTE, Senator CASEY, and Senator BALDWIN. We have been at this for a while. We have been out here on the floor a few times talking about this. I think this is a result that lets us say to the people we represent back home: We are going to give you that certainty, that confidence to know this is not going to be pulled away.

On the other hand, we are going to work hard over the next couple of years to ensure that this program is viable for the longer term—along with other programs—and simplify these programs so they do work better for all the parents and all the students whom we represent.

I thank the chairman. This is one of the good results at the end of the year. In a way, going into the Christmas season, it is appropriate that we have this little package that is now wrapped up and has a ribbon on it. But it does expire, so our work is not done, and we will only redouble our efforts to ensure that we can come up with a program that does provide the flexibility and important safety net that Perkins does.

Mr. ALEXANDER. Mr. President, I thank the Senator from Ohio. He is exactly right. I know of no State that has more small colleges of the kind that would take advantage of Perkins loan probably than the State of Ohio. It is important to say that Senator BALDWIN, Senator CASEY, and Senator AYOTTE have been urgently making their case on the floor over the last several weeks and have done so in such an effective way that we have been able to come up with a bipartisan compromise. The more of that we are able to do, I think the more confidence the

American people will have in their Senators. So I appreciate his leadership in making this possible.

Another Senator who is a member of the Senate's committee that oversees education is the Senator from Pennsylvania, Mr. CASEY. He, too, has just completed work on the Elementary and Secondary Education Act, which many people thought we had no chance of passing this year and which we passed by a very large margin. I thank him, as I did Senator BALDWIN, for working in such a constructive way.

Some people look at the Senate and say: Well, you all are always arguing. Of course we are. That is what we do. That is like looking at the Grand Ole Opry and saying: You all are always singing. We have different points of view—and we do on the Perkins loan. But once we make our points of view known, we then do our jobs and we say: OK. Now we need to get a result. If all we wanted to do was to make a speech or make a point, we could stay home or get our own radio show. But we are Senators, and our job, having had our say, is to get a result.

So I thank Senator CASEY, the Senator from Pennsylvania not only for his work on this compromise on Perkins loans but also for his work on our efforts to fix No Child Left Behind. I look forward to his comments.

Mr. CASEY. Mr. President, I thank the chairman for his work in helping us get to this point today. It is an important moment at the end of an important year, and we are grateful for his leadership. Even when we have had a basic disagreement to get this compromise worked out, it would not have happened without his leadership and working with Democrats on our side of the aisle, Senator MURRAY, as the ranking member of the Health, Education, Labor, and Pensions Committee, working with Chairman ALEXANDER. I thank Senator BALDWIN for her work in leading this effort on our side and leading our team.

This is a compromise, which, as Senator ALEXANDER noted, some people don't think we do enough of. I think it is an important example of why we must work together.

When we consider the compromise that I worked on and the other Senators who are here and others who are not here, along with our staffs—I mentioned Jared and Lauren on my staff, who did a lot of work on this, and we are grateful for that.

But we can report today some good news for more than 150,000 current freshmen Perkins loan recipients whose eligibility was cut off when the program expired on the 30th of September of this year. This bipartisan agreement provides for a 2-year extension of the Perkins Loan Program and provides some certainty for students and their families as we debate a longer term solution. We have more to do. Simply put, what students tell us they need is that basic certainty.

One of the reasons we are happy we have reached a compromise at this stage is that I think most of us believe what have I often said—that early education applies to higher education. If young people learn more when they are in their college years, they are going to earn more later. One of the ways to learn more when you are at that age is to have the resources and help of a loan program such as Perkins.

Perkins loans are critically important in a State such as Pennsylvania. Forty thousand students in Pennsylvania receive these loans at more than 100 schools. As many people know, these loans are fixed rate and they are low interest. Unlike traditional subsidized loans, they don't accrue interest when the student is in school. They have significant robust forgiveness opportunities for borrowers who, for example, become high school teachers or first responders or librarians or nurses or Peace Corps volunteers, among so many other professions. The loans can be consolidated to qualify for income-based repayment and other loan-forgiveness options.

This agreement ensures that those with the least financial resources will be able to continue to receive this important source of financial aid. Because of this compromise, freshmen and students across the Commonwealth of Pennsylvania will not have to choose between dropping out and taking out unaffordable, high-interest private loans in order to secure their degree.

I would like to give two examples before I conclude.

Abigail Anderson, a freshman at Immaculata University, currently receives a Perkins loan of \$2,000. She said she had it all figured out, but with this program expiring on September 30, she said: It changes everything. She said she didn't know how she was going to pay for school next year because her parents couldn't afford to pay any more. About the Perkins Loans, Abigail Anderson said, "Every little amount counts. It makes a difference."

Here is another example. Amber Gunn, a freshman at Temple University, is from Hazelton, PA, near my hometown of Scranton. Amber did not have enough money to pay her tuition bill even for this year. Her mother wasn't able to cosign her loans, but she was able to get a Perkins loan in the amount of \$5,000 from the help of Temple University's financial aid office. Amber Gunn said as follows:

Without the Perkins Loan I probably wouldn't have been able to enroll for my first semester of school. I'm not sure what I'll do next year without the loan, I'm kind of in a predicament.

For some, that might be an understatement.

So now, with this bipartisan agreement, neither Abigail nor Amber and so many others will have to worry. They can focus their attention on the end of the semester, their exams—and whatever else they are having to focus on—instead of wondering whether they

will be able to afford to return to campus for their sophomore years.

Even with this compromise, we have lots of work to do—more work to do to come together on reauthorization of the Higher Education Act. But this is a good moment for the Senate, and it is especially a good moment for students and families across the country, and in my case for the some 40,000 in the State of Pennsylvania.

I thank the chairman for his leadership and again thank Senator BALDWIN.

The PRESIDING OFFICER. The Senator from Tennessee.

Mr. ALEXANDER. Mr. President, I once again thank the Senator from Pennsylvania for being both a passionate advocate and skilled legislator in helping us come to a result here that meets most of the goals of the Senators who spoke about this, at least for the next 2 years, and gives us a chance in our committee to continue to work on it.

BUDGETARY REVISIONS

Mr. ENZI. Mr. President, section 4313 of S. Con. Res. 11, the Concurrent Resolution on the Budget for Fiscal Year 2016, allows the chairman of the Senate Budget Committee to revise the allocations, aggregates and levels in the budget resolution for legislation that would amend the Higher Education Act of 1965. The authority to adjust is contingent on the legislation not increasing the deficit over either the period of the total of fiscal years 2016–2020 or the period of the total of fiscal years 2016–2025.

I find that amendment No. 2929 fulfills the conditions of deficit neutrality found in section 4313 of S. Con. Res. 11. Accordingly, I am revising the allocation to the Committee on Health, Education, Labor, and Pensions and the budgetary aggregates to account for the budget effects of the legislation.

I ask unanimous consent that the accompanying tables, which provide details about the adjustment, be printed in the RECORD.

There being no objection, the material was ordered to be printed in the RECORD, as follows:

BUDGET AGGREGATES—BUDGET AUTHORITY AND OUTLAYS

(Pursuant to Section 311 of the Congressional Budget Act of 1974 and Section 4313 of S. Con. Res. 11, the Concurrent Resolution on the Budget for Fiscal Year 2016)

	\$ in millions	2016
Current Aggregates:		
Budget Authority		3,009,288
Outlays		3,067,674
Adjustments:		
Budget Authority		269
Outlays		269
Revised Aggregates:		
Budget Authority		3,009,557
Outlays		3,067,943

REVISION TO THE ALLOCATION TO THE COMMITTEE ON HEALTH, EDUCATION, LABOR AND PENSIONS

(Pursuant to Section 302 of the Congressional Budget Act of 1974 and Section 4313 of S. Con. Res. 11, the Concurrent Resolution on the Budget for Fiscal Year 2016)

	\$ in millions	2016	2016–2020	2016–2025
Current Allocation:				
Budget Authority		12,137	83,101	160,672