

119TH CONGRESS
1ST SESSION

S. _____

To amend title 18, United States Code, to reauthorize and expand the National Threat Assessment Center of the Department of Homeland Security.

IN THE SENATE OF THE UNITED STATES

Mr. GRASSLEY (for himself, Ms. CORTEZ MASTO, Mr. SCOTT of Florida, Mr. KING, Ms. COLLINS, Ms. HASSAN, and Mr. RICKETTS) introduced the following bill; which was read twice and referred to the Committee on

A BILL

To amend title 18, United States Code, to reauthorize and expand the National Threat Assessment Center of the Department of Homeland Security.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “EAGLES Act of
5 2025”.

6 **SEC. 2. FINDINGS; SENSE OF CONGRESS.**

7 (a) FINDINGS.—Congress finds the following:

8 (1) On February 14, 2018, 17 individuals were
9 murdered in a senseless and violent attack on Mar-

1 jory Stoneman Douglas High School in Parkland
2 Florida, a school whose mascot is the eagle.

3 (2) These individuals – Alaina Petty, Alex
4 Schachter, Alyssa Alhadeff, Cara Loughran, Carmen
5 Schentrup, Gina Montalto, Helena Ramsay, Jaime
6 Guttenberg, Joaquin Oliver, Luke Hoyer, Martin
7 Duque, Meadow Pollack, Nicholas Dworet, Peter
8 Wang, Aaron Feis, Chris Hixon, and Scott Beigel –
9 lived lives of warmth, joy, determination, service,
10 and love, and their loss is mourned by the Nation.

11 (3) Like many attackers, the shooter in that at-
12 tack exhibited patterns of threatening and con-
13 cerning behavior prior to the massacre that were
14 alarming and that should have alerted law enforce-
15 ment and other Federal, State, and local officials
16 about the potential for violence.

17 (4) Acts of targeted violence, including the at-
18 tack on Marjory Stoneman Douglas High School,
19 are preventable.

20 (5) Lives were saved because of the brave and
21 exemplary conduct of many students, teachers, and
22 staff at Marjory Stoneman Douglas High School, in-
23 cluding several of the victims of the attack.

24 (6) The National Threat Assessment Center of
25 the United States Secret Service (referred to in this

1 Act as the “Center”) was established in 1998 to
2 conduct research on all forms of targeted violence,
3 including attacks targeting government officials, gov-
4 ernment facilities, workplaces, houses of worship, K-
5 12 schools, universities, and mass attacks in public
6 spaces.

7 (7) Research published by the Center on tar-
8 geted violence has shown that—

9 (A) most incidents were planned in ad-
10 vance;

11 (B) the attackers’ behavior gave some indi-
12 cation that the individual was planning, or at
13 least contemplating, an attack;

14 (C) most attackers had already exhibited a
15 pattern of behavior that elicited concern by
16 other people in their lives; and

17 (D) prior to the attack, someone associated
18 with the attacker, such as a family member or
19 peer, often knew the attack was to likely to
20 occur.

21 (8) Through their research, the Center devel-
22 oped the behavioral threat assessment model of the
23 United States Secret Service for preventing targeted
24 violence, which includes a 3-step process—

1 (A) identifying individuals who are exhib-
2 iting threatening or concerning behaviors that
3 indicate they may pose a risk of violence;

4 (B) assessing whether the individual poses
5 a risk, based on articulable facts; and

6 (C) risk posed by the individualized
7 proactive and preventive measures.

8 (9) The behavioral threat assessment model
9 works of the United States Secret Service most ef-
10 fectively when all the relevant parties, including local
11 law enforcement, mental health professionals, work-
12 place managers, school personnel, and members of
13 the community, are part of a comprehensive protocol
14 to identify, assess, and manage a potential threat.

15 (10) The primary goal of behavioral threat as-
16 sessment programs is to prevent targeted violence,
17 with an emphasis on providing early intervention
18 and connecting individuals exhibiting threatening or
19 concerning behavior to existing community resources
20 for support.

21 (11) Early intervention is a proven and effective
22 way to prevent violent conduct that would otherwise
23 harm others and necessitate more punitive action,
24 including criminal penalties.

1 (12) The parties involved need the appropriate
2 research, guidance, training, and tools to establish
3 the appropriate mechanisms for implementing this
4 type of preventative approach.

5 (13) In K–12 schools, a behavioral threat as-
6 sessment is a proactive approach to identify, assess,
7 and provide age-appropriate interventions, resources,
8 and supports for students who display behavior that
9 elicits concerns for the safety of themselves or oth-
10 ers.

11 (14) There has been a 79 percent decline in ju-
12 venile arrests in K–12 school communities that have
13 received training from the Center, thus successfully
14 diverting youth away from the criminal justice sys-
15 tem.

16 (15) The demand from local communities
17 throughout the United States for behavioral threat
18 assessment trainings has significantly increased.
19 Since its inception, the Center has provided over
20 2,575 training sessions to over 273,000 attendees.

21 (16) From fiscal year 2018 to fiscal year 2022,
22 the Center has experienced a 117 percent increase in
23 demand for training sessions, with 5 times as many
24 participants.

1 (17) The Center additionally provides consulta-
2 tion and follow-up engagements with government
3 agencies, law enforcement, schools, and other organi-
4 zations with public safety responsibilities. From fis-
5 cal year 2018 to fiscal year 2022 the Center has
6 seen a 553 percent increase in consultation activi-
7 ties.

8 (b) SENSE OF CONGRESS.—It is the sense of Con-
9 gress that a fact-based behavioral threat assessment ap-
10 proach, involving local law enforcement, mental health
11 professionals, workplace managers, school personnel, other
12 public safety officials, and members of the community, is
13 one of the most effective ways to prevent targeted violence
14 impacting communities across the country, and is a fitting
15 memorial to those whose lives were taken in the February
16 14, 2018, attack on Marjory Stoneman Douglas High
17 School and those who heroically acted to preserve the lives
18 of their friends, students, and colleagues.

19 **SEC. 3. REAUTHORIZATION AND EXPANSION OF THE NA-**
20 **TIONAL THREAT ASSESSMENT CENTER OF**
21 **THE DEPARTMENT OF HOMELAND SECURITY.**

22 (a) IN GENERAL.—Chapter 203 of title 18, United
23 States Code, is amended by inserting after section 3056A
24 the following:

1 **“§ 3056B. Functions of the National Threat Assess-**
2 **ment Center of the United States Secret**
3 **Service**

4 “(a) IN GENERAL.—There is established a National
5 Threat Assessment Center (in this section referred to as
6 the ‘Center’), to be operated by the United States Secret
7 Service, at the direction of the Secretary of Homeland Se-
8 curity.

9 “(b) FUNCTIONS.—The functions of the Center shall
10 include the following:

11 “(1) Training and education in the area of best
12 practices on threat assessment and the prevention of
13 targeted violence.

14 “(2) Consultation on complex threat assessment
15 cases and programs.

16 “(3) Research on threat assessment and the
17 prevention of targeted violence, consistent with evi-
18 dence-based standards and existing laws and regula-
19 tions.

20 “(4) Facilitation of information sharing on
21 threat assessment and the prevention of targeted vi-
22 olence among agencies and organizations with pro-
23 tective or public safety responsibilities, as well as
24 other public or private entities.

25 “(5) Development of evidence-based programs
26 to promote the standardization of Federal, State,

1 and local threat assessments and best practices for
2 the prevention of targeted violence.

3 “(c) SAFE SCHOOL INITIATIVE.—In carrying out the
4 functions described in subsection (b), the Center shall es-
5 tablish a national program on targeted school violence pre-
6 vention, focusing on the following activities:

7 “(1) RESEARCH.—The Center shall—

8 “(A) conduct research into targeted school
9 violence and evidence-based practices in tar-
10 geted school violence prevention, including
11 school threat assessment; and

12 “(B) publish the findings of the Center on
13 the public website of the United States Secret
14 Service and on the School Safety Clearinghouse
15 website, known as www.SchoolSafety.gov.

16 “(2) TRAINING.—

17 “(A) IN GENERAL.—The Center shall de-
18 velop and offer training courses on targeted
19 school violence prevention to agencies with pro-
20 tective or public safety responsibilities and
21 other public or private entities, including local
22 educational agencies.

23 “(B) PLAN.—Not later than 1 year after
24 the date of enactment of this section, the Cen-
25 ter shall establish a plan to offer its training

1 and other educational resources to public or pri-
2 vate entities within each State.

3 “(3) COORDINATION WITH OTHER FEDERAL
4 AGENCIES.—The Center shall develop research and
5 training programs under this section in coordination
6 with the Department of Justice, the Department of
7 Education, and the Department of Health and
8 Human Services.

9 “(4) CONSULTATION WITH ENTITIES OUTSIDE
10 THE FEDERAL GOVERNMENT.—The Center is au-
11 thorized to consult with State and local educational,
12 law enforcement, and mental health officials and pri-
13 vate entities in the development of research and
14 training programs under this section.

15 “(5) INTERACTIVE WEBSITE.—The Center may
16 create an interactive website to disseminate informa-
17 tion and data on evidence-based practices in tar-
18 geted school violence prevention.

19 “(d) HIRING OF ADDITIONAL PERSONNEL.—The Di-
20 rector of the United States Secret Service may hire addi-
21 tional personnel to comply with the requirements of this
22 section, which, if the Director exercises such authority,
23 shall include—

24 “(1) at least 1 employee with expertise in child
25 psychological development; and

1 “(2) at least 1 employee with expertise in school
2 threat assessment.

3 “(e) REPORT TO CONGRESS.—Not later than two
4 years after the date of enactment of this section, the Di-
5 rector of the United States Secret Service shall submit to
6 the Committee on the Judiciary, the Committee on
7 Health, Education, Labor, and Pensions, and the Com-
8 mittee on Appropriations of the Senate and the Committee
9 on the Judiciary, the Committee on Education and Work-
10 force, and the Committee on Appropriations of the House
11 of Representatives a report on actions taken by the United
12 States Secret Service to implement provisions of this sec-
13 tion, which shall include information relating to the fol-
14 lowing:

15 “(1) The number of employees hired (on a full-
16 time equivalent basis).

17 “(2) The number of individuals in each State
18 trained in threat assessment.

19 “(3) The number of school districts in each
20 State trained in school threat assessment or targeted
21 school violence prevention.

22 “(4) Information on Federal, State, and local
23 agencies trained or otherwise assisted by the Center.

1 “(5) A formal evaluation indicating whether the
2 training and other assistance provided by the Center
3 is effective.

4 “(6) A formal evaluation indicating whether the
5 training and other assistance provided by the Center
6 was implemented by the school.

7 “(7) A summary of the Center’s research activi-
8 ties and findings.

9 “(8) A strategic plan for disseminating the
10 Center’s educational and training resources to each
11 State.

12 “(f) AUTHORIZATION OF APPROPRIATIONS.—There
13 is authorized to be appropriated to carry out this section
14 \$10,000,000 for each of fiscal years 2026 through 2030.

15 “(g) NO FUNDS TO PROVIDE FIREARMS TRAIN-
16 ING.—Amounts made available to carry out this section
17 may not be used to train any person in the use of a fire-
18 arm.

19 “(h) NO EFFECT ON OTHER LAWS.—Nothing in this
20 section may be construed to preclude or contradict any
21 other provision of law authorizing training in the use of
22 firearms.

23 “(i) TERMINATION.—This section shall terminate on
24 September 30, 2030.

25 “(j) DEFINITIONS.—In this section:

1 “(1) EVIDENCE-BASED.—The term ‘evidence-
2 based’ means—

3 “(A) strong evidence from at least one
4 well-designed and well-implemented experi-
5 mental study;

6 “(B) moderate evidence from at least one
7 well-designed and well-implemented quasi-exper-
8 imental study; or

9 “(C) promising evidence from at least one
10 well-designed and well-implemented correla-
11 tional study with statistical controls for selec-
12 tion bias.

13 “(2) LOCAL EDUCATIONAL AGENCY.—The term
14 ‘local educational agency’ has the meaning given
15 such term under section 8101 of the Elementary
16 and Secondary Education Act of 1965 (20 U.S.C.
17 7801).

18 “(3) STATE.—The term ‘State’ means any
19 State of the United States, the District of Columbia,
20 the Commonwealth of Puerto Rico, the Virgin Is-
21 lands, Guam, American Samoa, and the Common-
22 wealth of the Northern Mariana Islands.”.

23 (b) TECHNICAL, CONFORMING, AND CLERICAL
24 AMENDMENTS.—

1 (1) TECHNICAL AND CONFORMING AMEND-
2 MENT.—Section 4 of the Presidential Threat Protec-
3 tion Act of 2000 (18 U.S.C. 3056 note) is repealed.

4 (2) CLERICAL AMENDMENT.—The table of sec-
5 tions for chapter 203 of title 18, United States
6 Code, is amended by inserting after the item relating
7 to section 3056A the following new item:

“3056B. Functions of the National Threat Assessment Center of the United
States Secret Service.”.