

118TH CONGRESS  
1ST SESSION

# S. 411

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

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## IN THE SENATE OF THE UNITED STATES

FEBRUARY 14, 2023

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

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## 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 2023”.

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 are  
19 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, el-  
5 elementary and secondary schools, and colleges and  
6 universities and mass attacks in public 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) managing the risk posed through indi-  
7 vidualized proactive and preventive measures.

8 (9) The behavioral threat assessment model of  
9 the United States Secret Service works most effec-  
10 tively 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 preventive of approach.

5           (13) In elementary and secondary schools, a be-  
6 havioral threat assessment is a proactive approach  
7 to identify, assess, and provide age-appropriate  
8 interventions, resources, and supports for students  
9 who display behavior that elicits concerns for the  
10 safety of themselves or others.

11           (14) There has been a 79-percent decline in  
12 bullying infractions in elementary and secondary  
13 school communities that have received training by  
14 the Center.

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

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

24           (17) The Center additionally provides consulta-  
25 tion and follow-up engagements with government

1 agencies, law enforcement, schools, and other organi-  
2 zations with public safety responsibilities. From fis-  
3 cal year 2018 to fiscal year 2022 the Center experi-  
4 enced a 553-percent increase in consultation activi-  
5 ties.

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

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

20 (a) IN GENERAL.—Chapter 203 of title 18, United  
21 States Code, is amended by inserting after section 3056A  
22 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 areas of  
12 best practices on threat assessment and the preven-  
13 tion of 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](http://www.SchoolSafety.gov), or  
16 any successor thereto.

17 “(2) TRAINING.—

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

24 “(B) PLAN.—Not later than 1 year after  
25 the date of enactment of this section, the Cen-



1           ter shall establish a plan to offer its training  
2           and other educational resources to public or pri-  
3           vate entities within each State.

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

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

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

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

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

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

5           “(e) REPORT TO CONGRESS.—Not later than 2 years  
6 after the date of enactment of this section, the Director  
7 of the United States Secret Service shall submit to the  
8 Committee on the Judiciary, the Committee on Health,  
9 Education, Labor, and Pensions, and the Committee on  
10 Appropriations of the Senate and the Committee on the  
11 Judiciary, Committee on Education and the Workforce,  
12 and the Committee on Appropriations of the House of  
13 Representatives a report on actions taken by the United  
14 States Secret Service to implement provisions of this sec-  
15 tion, which shall include information relating to the fol-  
16 lowing:

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

19           “(2) The number of individuals in each State  
20           trained in threat assessment.

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

24           “(4) Information on Federal, State, and local  
25           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          such sums as may be necessary for each of fiscal years  
15          2024 through 2028. Amounts appropriated pursuant to  
16          such authorization shall be derived wholly from the unobli-  
17          gated balances of amounts made available to the Depart-  
18          ment of Homeland Security, on or before the date of the  
19          enactment of this section, to prevent, prepare for, or re-  
20          spond to the coronavirus.

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

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

5       “(i) DEFINITIONS.—In this section:

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

8               “(A) strong evidence from at least 1 well-  
9 designed and well-implemented experimental  
10 study;

11               “(B) moderate evidence from at least 1  
12 well-designed and well-implemented quasi-exper-  
13 imental study; or

14               “(C) promising evidence from at least 1  
15 well-designed and well-implemented correla-  
16 tional study with statistical controls for selec-  
17 tion bias.

18           “(2) LOCAL EDUCATIONAL AGENCY.—The term  
19 ‘local educational agency’ has the meaning given  
20 such term under section 8101 of the Elementary  
21 and Secondary Education Act of 1965 (20 U.S.C.  
22 7801).

23           “(3) STATE.—The term ‘State’ means any  
24 State of the United States, the District of Columbia,  
25 the Commonwealth of Puerto Rico, the Virgin Is-

1 lands, Guam, American Samoa, and the Common-  
2 wealth of the Northern Mariana Islands.”.

3 (b) TECHNICAL, CONFORMING, AND CLERICAL  
4 AMENDMENTS.—

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

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

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

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