



Hardcore Drunk Driving Judicial Education Workshop Evaluation Overview of Findings

Introduction

In 2002, the National Association of State Judicial Educators (NASJE) and The Century Council, along with a panel of judges and judicial educators, collaborated to develop the Hardcore Drunk Driving (HCDD) Judicial Education Guide. The guide, which combines the panel's ideas and experiences with research in the field of hardcore drunk driving, emphasizes the judiciary's critical role in reducing hardcore drunk driving and identifies strategies to increase the effectiveness of adjudication.

The Hardcore Drunk Driving Judicial Education Workshop was developed as a mechanism to more widely disseminate the promising practices included in the judicial guide. Recognizing the unique and specific learning needs of DUI/DWI adjudicators, the workshops utilizes an interactive and supportive learning environment which encourages participating judges, magistrates, and quasi-judicial officials to share their experiences in dealing with hardcore drunk driving cases.

Designed to develop tools to help participating judicial officials identify, punish, and effectively treat hardcore drunk drivers who appear in their courts, the workshop presentations highlight innovative and proven judicial DUI/DWI adjudication strategies, with particular focus on reforming hardcore drunk drivers.

The specific learning objectives of the workshop include:

1. Identify the characteristics of a hardcore drunk driver.
2. Utilize research findings to define the typical hardcore drunk driver and the practical implications for sentencing and treating hardcore drunk drivers.
3. Explain the role state judiciaries can and should play in reducing hardcore drunk driving and its related effects.
4. Identify challenges and obstacles preventing judiciaries from effectively sentencing and treating hardcore drunk drivers.
5. Apply promising and innovative judicial strategies that are proven to change hardcore drunk drivers' behavior, reduce recidivism, and ultimately improve public safety.
6. Replicate in their community effective strategies and tactics implemented in other judiciaries to evaluate, sanction, treat, and monitor hardcore drunk drivers.

All workshops were facilitated by William P. Georges, The Century Council, Thomas Langhorne, Esq, The Langhorne Group, and at least one judicial member of The Century Council’s Hardcore Drunk Driving Judicial Education Advisory Panel.

The facilitators and sponsoring organizations for the judicial education workshops in each of the nine evaluation states are noted below.

Judicial Education Workshops	Sponsoring Organizations	Date	Workshop Facilitators
1. West Virginia	West Virginia Supreme Court: West Virginia Magistrate Judges’ Conference	8/29/2007 9/05/2007	Judge Michael Fields
2. Tennessee	Tennessee Supreme Court: Tennessee General Sessions Judges’ Conference	9/06/2007	Judge Michael Fields
3. Arkansas	Arkansas Supreme Court: Arkansas District Judges College	9/27/2007	Judge Michael Fields
4. Wisconsin	Wisconsin Supreme Court: Wisconsin Annual Traffic Law Seminar	11/16/2007	Judge Robert Pirraglia
5. South Carolina	South Carolina Summary Court Judges Association’s Specialty Conference	3/07/2008	Judge Karl Grube
6. Wyoming	Wyoming Supreme Court: Wyoming Circuit Judges Annual Conference	4/23/2008	Judge Michael Fields
7. Utah	Utah Supreme Court: Utah Justice Court Judges Annual Spring Conference	4/25/2008	Judge Richard Vlavianos
8. Illinois	Illinois Supreme Court: Illinois Judicial Conference 2007-2008 Seminar Series	5/08/2008	Judge Karl Grube
9. Georgia	Institute of Continuing Judicial Education, University of Georgia: Georgia State Court Judges Conference	5/16/2008	Judge Karl Grube

NASJE is a non-profit organization, founded in 1975, that strives to improve the justice system through judicial branch education. NASJE is a leader in defining the practice of judicial branch education and in gathering and sharing resources among educators.

The Century Council, founded in 1991, is a national, not-for-profit organization funded by America’s leading distillers and dedicated to fighting drunk driving and underage drinking. The Century Council develops and implements innovative programs and public awareness campaigns and promotes action through strategic partnerships. The Century Council is funded by the

following companies: Bacardi U.S.A., Inc., Brown-Forman, Constellation Brands, Inc. DIAGEO, Future Brands LLC, Hood River Distillers, Inc., and Sidney Frank Importing Company, Inc.

Members of the National Hardcore Drunk Driving Judicial Advisory Panel include:

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Purpose

The purpose of the evaluation was to determine the extent to which workshop participants experienced a change in their knowledge, attitudes, and behaviors related to adjudicating hardcore drunk driving cases. As such, the primary objective of the evaluation was to assess the effectiveness of the HCDD workshop, and if appropriate, offer recommendations for improvement.

Methodology

The evaluation study features a matched-pair, time series research design. As such, only those individuals who completed the pre-test, post-test, and follow-up are included in the aggregate statistical analyses (N=118). In some instances, the total number of cases may vary due to missing data. The results of the quantitative analyses are supplemented with a qualitative assessment.

Descriptive statistics (frequencies, percentages, means, etc.) were initially conducted upon all of the questions. To determine whether or not the judicial education workshop produced a significant change in knowledge, attitudes, and behavioral actions related to the adjudication and sentencing strategies, bivariate tests were conducted and are discussed below. Depending upon the type of question, various statistical tests specific to a matched-pair design were utilized. Consistent with research in the social sciences, the results of the bivariate tests are statistically significant at the $p \leq .05$ level. A smaller p-value indicates greater evidence of a significant

difference between the pre-test, post-test, and follow-up. Statistically significant findings demonstrate the impact of the judicial education workshop upon participants.

To see if there was any influence of the demographic variables upon the perceptions of adjudication and sentencing strategies, univariate and multivariate tests using the repeated measures General Linear Model (GLM) were conducted. Since these findings were not statistically significant, the adjudication and sentencing strategies will not be discussed in the context of these variables.

Overview of the Findings

The results of the evaluations clearly demonstrate that the HCDD Judicial Education Workshop had a positive impact upon participants. Overall, the workshop was effective in improving: (1) the respondents' knowledge of various issues related to DUI offenders and the role of the judiciary; (2) the perceptions of various adjudication and sentencing strategies; and (3) influenced the likelihood of respondents implementing the adjudication and sentencing strategies upon returning to their respective communities.

Overall, the training had a significant impact conveying new knowledge to the participants. In addition, significant increases are reflected from the pre-test to follow-up in all areas that measure attitudes toward adjudication and sentencing strategies, which indicates that the workshop was not only effective, but that the impact was sustained over time. Finally, the workshop resulted in a significant change (pre-test to follow-up) in the use of the following adjudication and sentencing strategies: pretrial intensive supervision programs, mandate alcohol assessment for high BAC and/or repeat offenders, staggered sentencing, and supplementing incarceration with treatment and aftercare.

As expected, the largest increases in attitudes and behavior were typically observed immediately following the workshop (at the post-test). In several areas, the improvement in scores was substantial at the post-test and held, although to a lesser extent, throughout the evaluation period. Although there are decreases reflected at the follow-up stage, this is to be expected and is consistent with similar research that measures change over time. Such decreases are likely due to decay, which occurs between the time that elapses from when the training had been administered and the completion of the follow-up interview. In addition, some judicial officials commented that they did not have an opportunity to implement some of the strategies given the relatively short period of time (minimum of 90 days) between the post-test and follow-up interview. Despite whether or not respondents' have favorable perceptions of adjudication and sentencing strategies, some judicial officials may face statutory and financial constraints which inhibit them from implementing particular strategies (e.g. ignition interlocks). Finally, judicial officials also provided positive feedback during the follow-up interviews regarding the value of the program and how it has changed their knowledge, perceptions and behavior related to adjudicating and sentencing hardcore drunk driving offenders, which supports the findings of the quantitative analyses.

Knowledge

The McNemar’s test was used to assess whether or not respondents demonstrated an improvement in their knowledge of various issues related to DUI offenders, the role of the judiciary, and characteristics of a hardcore drunk driver. As such, the primary issue is whether or not there was a change in the respondents’ knowledge of the subject-matter after completing the workshop.

Five questions were posed to respondents in order to measure their knowledge of various issues related to DUI offenders, the role of the judiciary, and characteristics of a hardcore drunk driver. The first four questions (e.g. average BAC, employment status of offenders, judicial leadership and addressing repeat offenders) were asked at the pre-test and post-test only, while the last question, characteristics of a hardcore drunk driver was asked on the pre-test, post-test and follow-up evaluations.

Four of the five items that measured knowledge were found to be statistically significant. For example, there were significant increases in all four areas that measured knowledge at the pre-test and post-test levels only (See Table 1 and corresponding Figures 1-4). These findings demonstrate that respondents had a greater understanding of various issues related to DUI offenders and the role of the judiciary, and that the training was effective in improving the knowledge of participants. The following results highlight those items that were found to be statistically significant ($p < .05$).

The last item, *characteristics of a hardcore drunk driver* was not statistically significant and is discussed below.

Table 1. Knowledge of Subject Matter Content

Subject Matter <i>Correct Answer</i>	Significant Findings
National Average BAC for all DUI offenders <i>Over .16</i>	Five participants changed from a correct response before the workshop to an incorrect response after the workshop, while 22 participants changed from an incorrect response at the pre-test to a correct response at the post-test ($p < .01$).
Employment Status of most DUI Offenders <i>Working and can afford the costs of sanctions</i>	Five participants changed from a correct response before the workshop to an incorrect response after the workshop, while 39 participants changed from an incorrect response at the pre-test to a correct response at the post-test ($p < .001$).
Judicial Officers Should Take Leadership Role in DUI cases <i>Yes</i>	One participant changed from a correct response before the workshop to an incorrect response after the workshop, while 25 participants changed from an incorrect response at the pre-test to a correct response at the post-test ($p < .001$).
Best Methods to Address Repeat Offenders <i>1. Identify them early in the process</i>	Zero participants changed from a correct response before the workshop to an incorrect

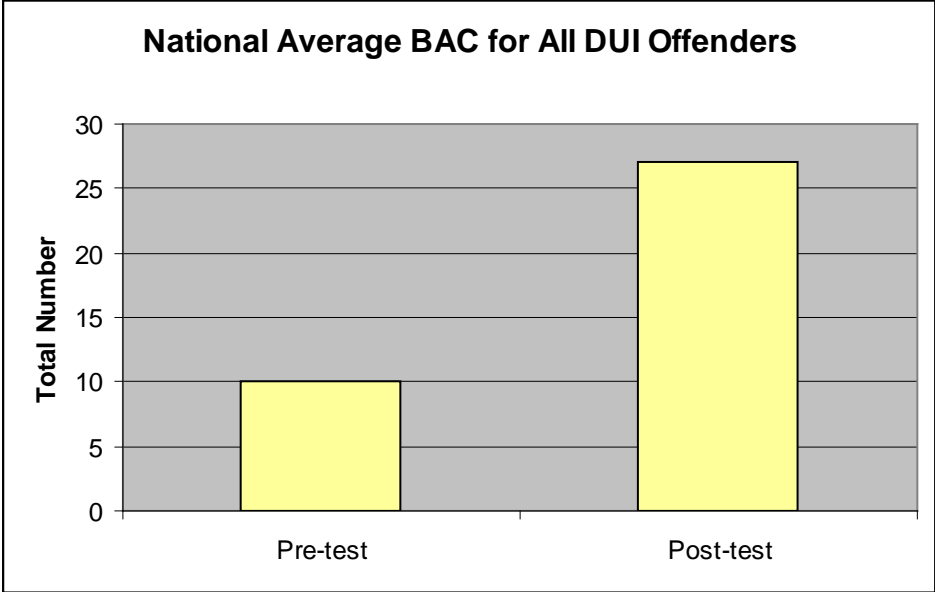
<ol style="list-style-type: none"> 2. <i>Ensure certain punishment of the offender</i> 3. <i>Provide effective treatment for offender</i> 4. <i>Use sanctions to change offender behavior</i> 	<p>response after the workshop, while eight participants changed from an incorrect response at the pre-test to a correct response at the post-test ($p < .01$).</p>
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Respondents were also asked to identify the characteristics that best describe a hardcore drunk driver (e.g. an offender with a BAC level of .15 or above, an offender with two or more arrests/convictions, *and* a repeat offender who shows no willingness to change his/her behavior).

- ❖ Although an increase was found between the pre-test and post-test in the respondents' knowledge of the characteristics that best describe a hardcore drunk driver, this finding was not significant ($p > .05$).
- ❖ A decrease was found between the pre-test and follow-up in the respondents' knowledge of the characteristics that best describe a hardcore drunk driver, although this finding was also not significant ($p > .05$).

These findings were not statistically significant; thus, the workshop did not produce a significant change in the participants' knowledge of characteristics that best describe a hardcore drunk driver. This is discussed in further detail in the recommendations section below. The following figures depict the total number of respondents who answered correctly to the items that measured knowledge of various issues related to DUI cases, and the role of the judiciary in these cases.

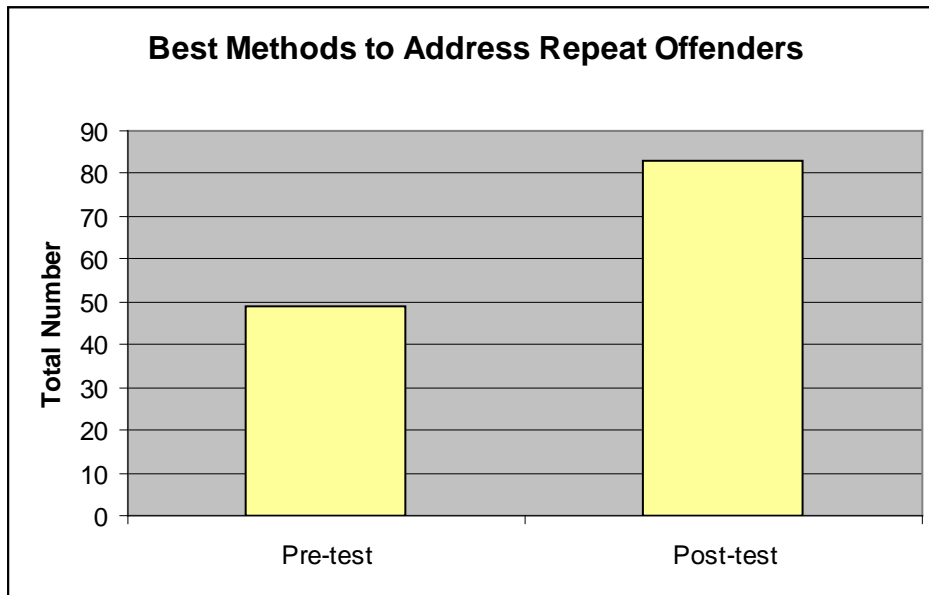
Figure 1. Comparison of Total Correct Responses for the National BAC Average for All DUI Offenders



*Correct response: Over .16.

Ten respondents answered correctly in the pre-test, while 27 respondents answered correctly in the post-test (N=104).

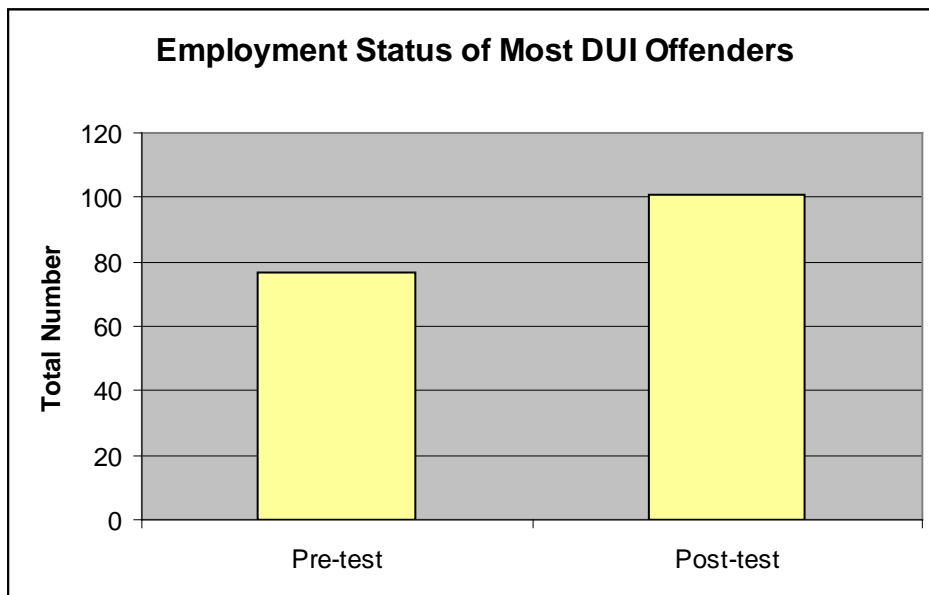
Figure 2. Comparison of Total Correct Responses for the Best Methods to Address Repeat Offenders



*Correct responses: Identify them early in the process, ensure certain punishment of the offender, provide effective treatment for the offender, and use sanctions to change offender behavior.

Forty-nine respondents answered correctly in the pre-test, while 83 respondents answered correctly in the post-test (N=109).

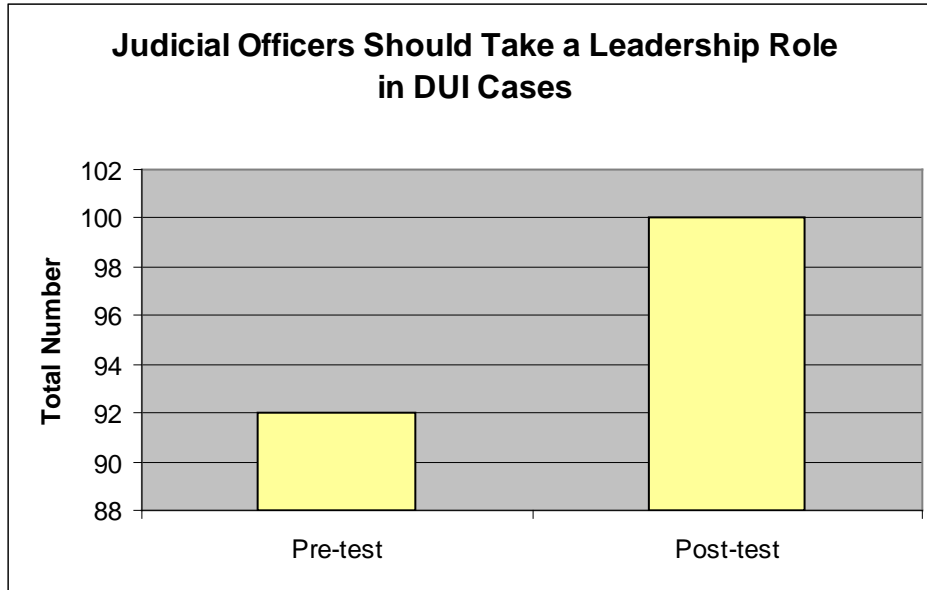
Figure 3. Comparison of Total Correct Responses for the Employment Status of Most DUI Offenders



*Correct response: Working and can afford costs associated with sanctions.

Seventy-seven respondents answered correctly in the pre-test, while 101 respondents answered correctly in the post-test (N=105).

Figure 4. Comparison of Total Correct Responses for Judicial Officers Should Take a Leadership Role in DUI Cases



*Correct response: Yes

Ninety-two respondents answered correctly in the pre-test, while 100 respondents answered correctly in the post-test (N=102).

Attitudes

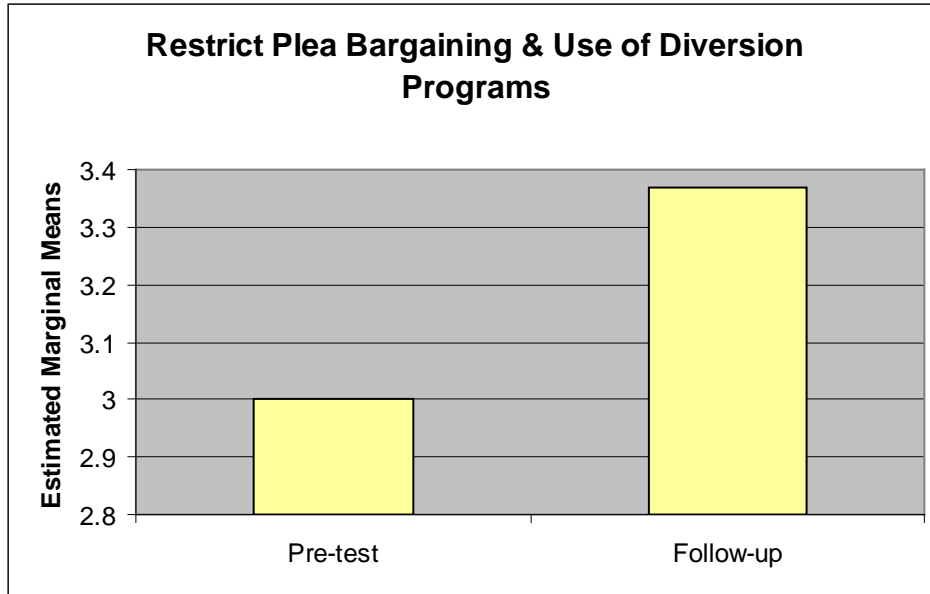
To see the differences between the means for attitudes toward the perceived importance of adjudication and sentencing strategies, repeated measures Analysis of Variance (ANOVA) was conducted. A statistically significant finding (increase) illustrates a positive change in the attitudes toward the adjudication and sentencing strategies as a result of completing the workshop.

Respondents were asked to rate their perceived importance of various adjudication and sentencing at the pre-test, post-test, and follow-up on a scale of 1=strongly disagree ~ 5=strongly agree. As expected, the largest increases occurred immediately after completing the workshop (post-test). That is, there were significant increases in the opinions of respondents for all eight strategies that measured attitudes toward adjudication and sentencing strategies.

Of particular importance is whether or not a change in attitudes is sustained throughout the evaluation period (pre-test to follow-up). Figures 5 - 12 illustrate the mean difference between the pre-test and follow-up levels. For all of the items, there was a significant increase in the respondents' perceptions of the adjudication and sentencing strategies. Thus, respondents had more favorable perceptions regarding the importance of the adjudication and sentencing strategies after completing the workshop. In addition, the findings illustrate that the training had

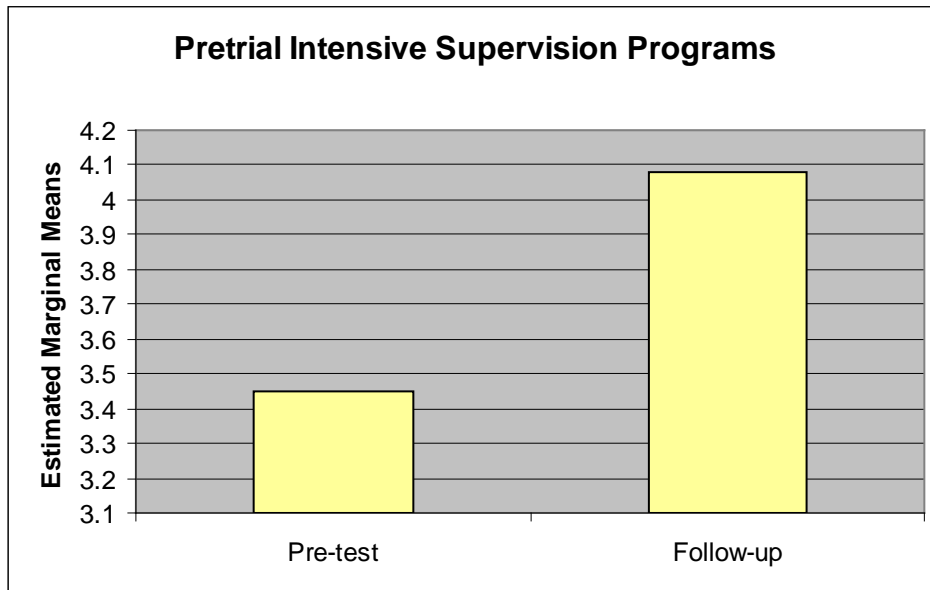
a significant impact in changing the opinions of the participants regarding the value of these strategies. The results are discussed below.

Figure 5. Comparison of Mean Differences for the Importance of Restrict Plea Bargaining & Use of Diversion Programs



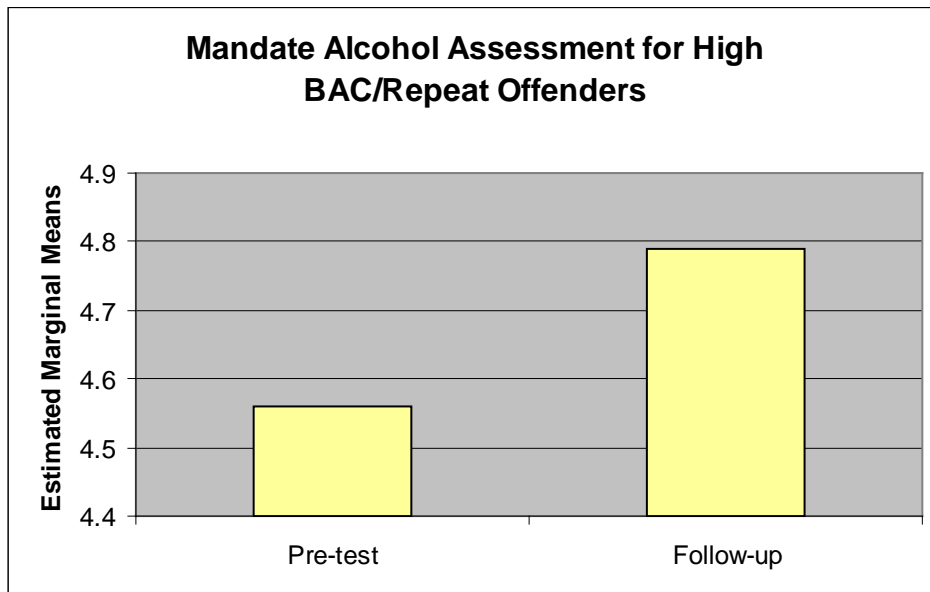
There was a significant increase in respondents' perceived importance of restricting plea bargaining and the use of diversion programs between the pre-test and follow-up ($p < .05$). The mean at the follow-up was significantly higher ($M = 3.36$) than the mean prior to the administration of the training ($M = 3.00$). The evidence reveals the training had a significant impact in changing the opinions of the participants regarding restricting plea bargaining and the use of diversion programs, and respondents had more favorable perceptions of this strategy after completing the workshop.

Figure 6. Comparison of Mean Differences for the Importance of Pretrial Intensive Supervision Programs



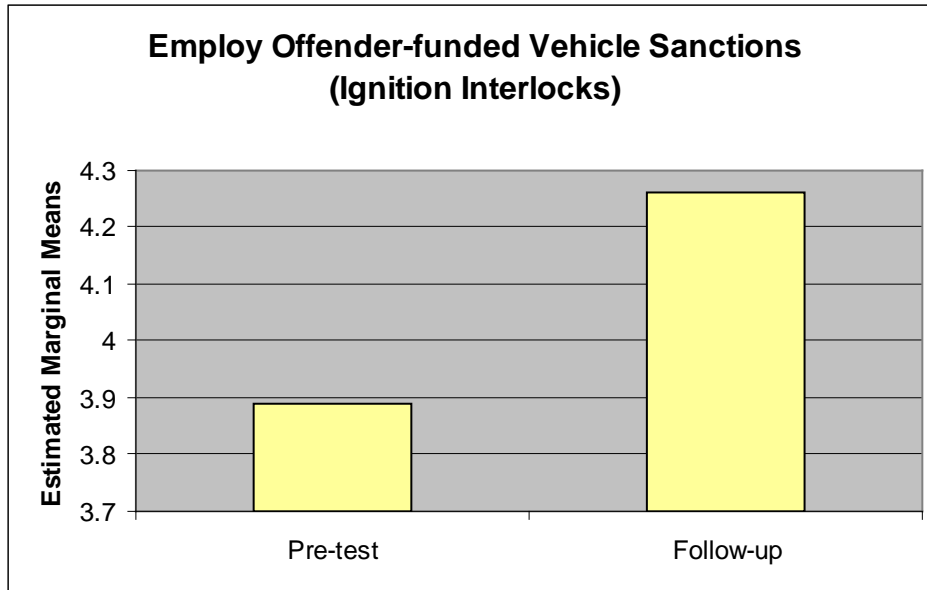
There was a significant increase in respondents' perceived importance of pretrial intensive supervision programs between the pre-test and follow-up ($p < .001$). The mean at the follow-up was significantly higher ($M = 4.08$) than the mean prior to the administration of the training ($M = 3.45$). The evidence reveals the training had a significant impact in changing the opinions of the participants regarding pretrial intensive supervision programs, and respondents had more favorable perceptions of this strategy after completing the workshop.

Figure 7. Comparison of Mean Differences for the Importance of Mandate Alcohol Assessment for High BAC / Repeat Offenders



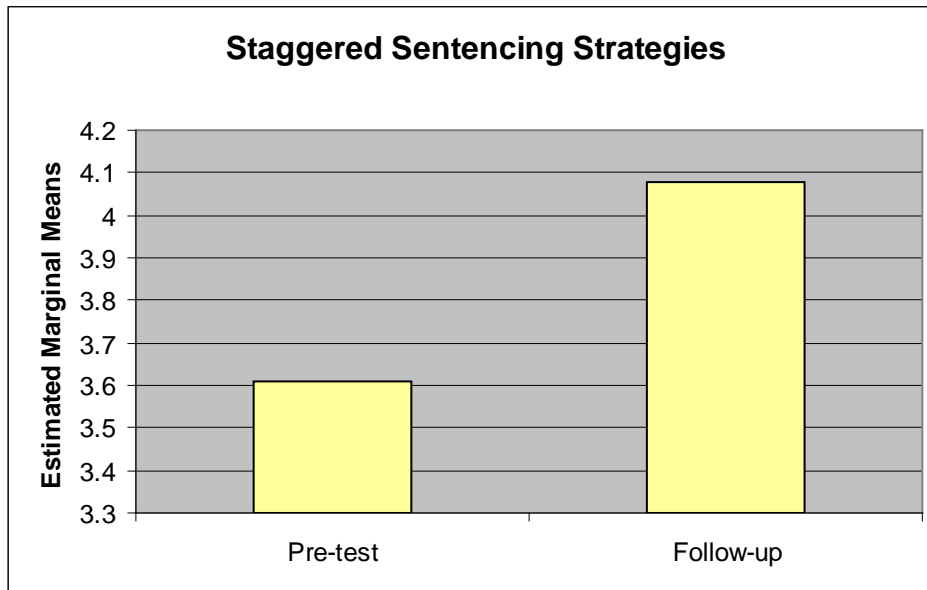
There was a significant increase in respondents' perceived importance of mandate alcohol assessment for high BAC and/or repeat offenders between the pre-test and follow-up ($p=.01$). The mean at the follow-up was significantly higher ($M=4.79$) than the mean prior to the administration of the training ($M=4.56$). The evidence reveals the training had a significant impact in changing the opinions of the participants regarding mandate alcohol assessment for high BAC and/or repeat offenders, and respondents had more favorable perceptions of this strategy after completing the workshop.

Figure 8. Comparison of Mean Differences for the Importance of Employ Offender-funded Vehicle Sanctions (Ignition Interlocks)



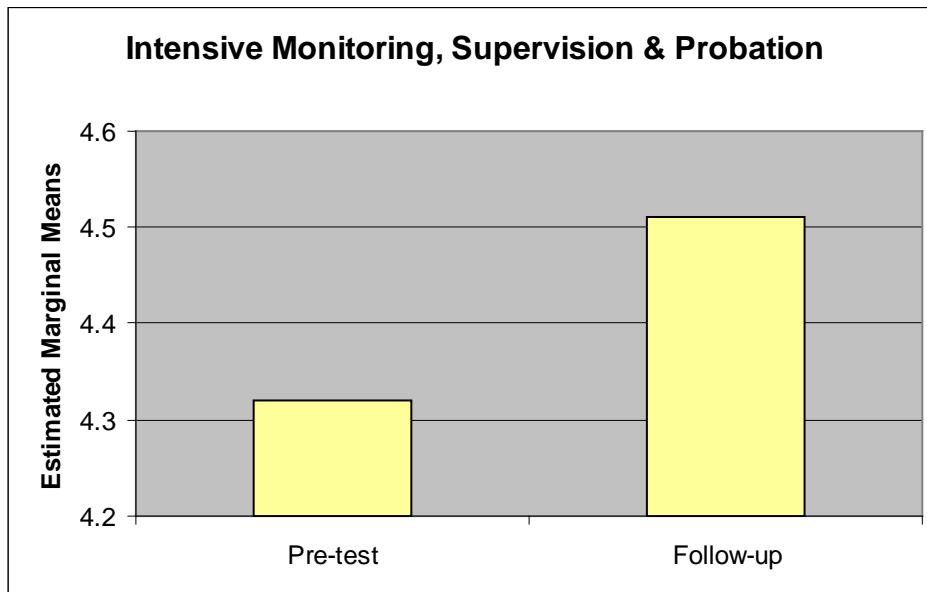
There was a significant increase in respondents' perceived importance of employ offender-funded vehicle sanctions, including ignition interlocks between the pre-test and follow-up ($p=.001$). The mean at the follow-up was significantly higher ($M=4.26$) than the mean prior to the administration of the training ($M=3.89$). The evidence reveals the training had a significant impact in changing the opinions of the participants regarding employ offender-funded vehicle sanctions, including ignition interlocks, and respondents had more favorable perceptions of this strategy after completing the workshop.

Figure 9. Comparison of Mean Differences for the Importance of Staggered Sentencing Strategies



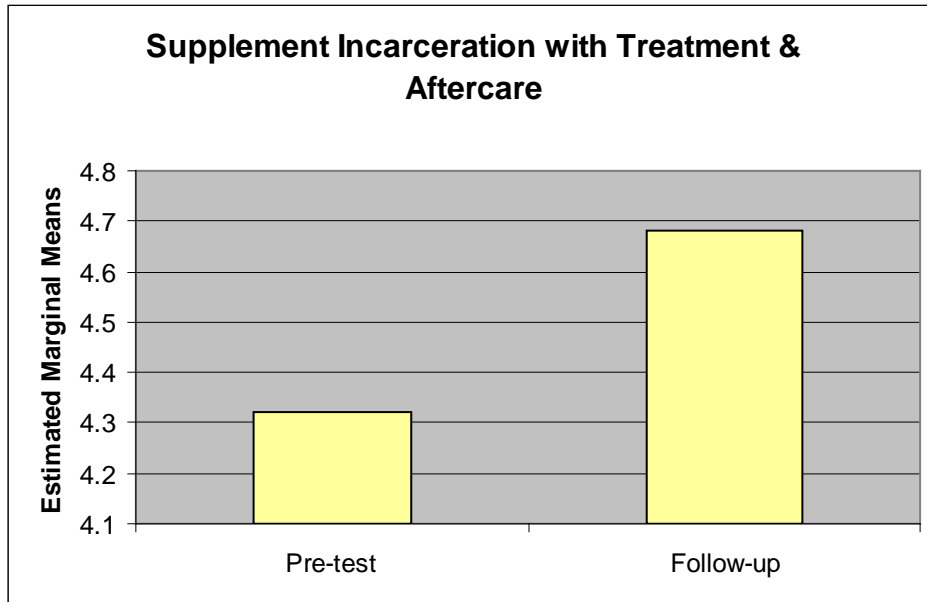
There was a significant increase in respondents' perceived importance of staggered sentencing strategies between the pre-test and follow-up ($p < .001$). The mean at the follow-up was significantly higher ($M = 4.08$) than the mean prior to the administration of the training ($M = 3.62$). The evidence reveals the training had a significant impact in changing the opinions of the participants regarding staggered sentencing strategies, and respondents had more favorable perceptions of this strategy after completing the workshop.

Figure 10. Comparison of Mean Differences for the Importance of Intensive Monitoring, Supervision & Probation



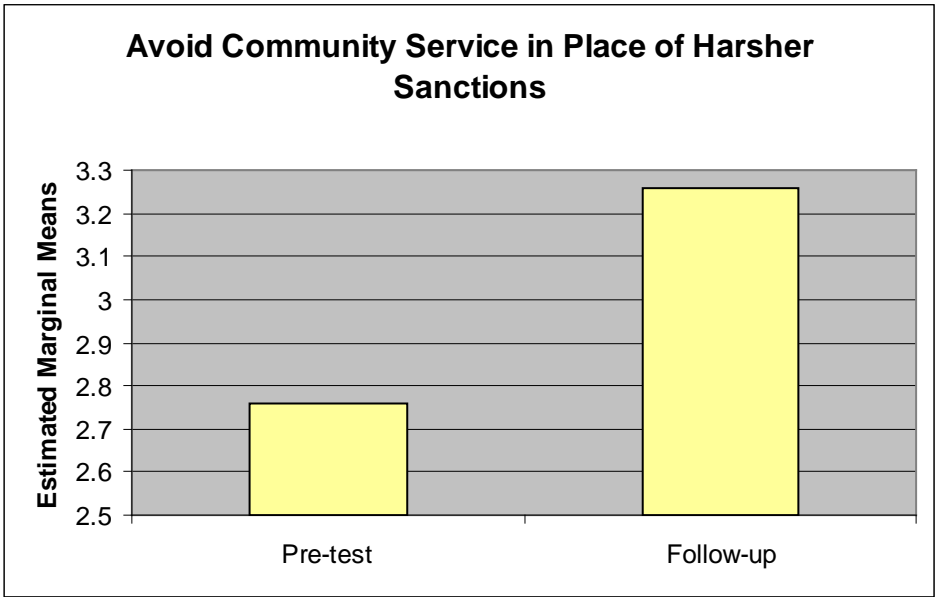
There was a significant increase in respondents' perceived importance of intensive monitoring, supervision, and probation between the pre-test and follow-up ($p \leq .05$). The mean at the follow-up was significantly higher ($M=4.51$) than the mean prior to the administration of the training ($M=4.32$). The evidence reveals the training had a significant impact in changing the opinions of the participants regarding intensive monitoring, supervision, and probation, and respondents had more favorable perceptions of this strategy after completing the workshop.

Figure 11. Comparison of Mean Differences for the Importance of Supplement Incarceration with Treatment & Aftercare



There was a significant increase in respondents' perceived importance of supplement incarceration with treatment and aftercare between the pre-test and follow-up ($p < .001$). The mean at the follow-up was significantly higher ($M=4.68$) than the mean prior to the administration of the training ($M=4.33$). The evidence reveals the training had a significant impact in changing the opinions of the participants regarding supplement incarceration with treatment and aftercare, and respondents had more favorable perceptions of this strategy after completing the workshop.

Figure 12. Comparison of Mean Differences for the Importance of Avoid Community Service in Place of Harsher Sanctions



There was a significant increase in respondents’ perceived importance of avoid community service in place of harsher sanctions between the pre-test and follow-up ($p < .05$). The mean at the follow-up was significantly higher ($M = 3.26$) than the mean prior to the administration of the training ($M = 2.76$). The evidence reveals the training had a significant impact in changing the opinions of the participants regarding avoid community service in place of harsher sanctions, and respondents had more favorable perceptions of this strategy after completing the workshop.

The following rank order reflects the increases in perceptions of adjudication and sentencing strategies from largest to smallest:

1. Pre-trial intensive supervision programs
2. Avoid community service in place of harsher sanctions
3. Staggered sentencing strategies
4. Employ offender-funded vehicle sanctions (ignition interlocks)
5. Supplement incarceration with treatment and aftercare & Restrict plea bargaining and the use of diversion programs
6. Mandate alcohol assessment for high BAC/repeat offenders
7. Intensive monitoring, supervision, and probation

Behavior

The McNemar’s test was used to assess whether or not there were any significant changes in behavior related to how judicial officials handle DUI cases. Respondents were asked to provide information on their use of various adjudication and sentencing strategies. In the pre-test, respondents were asked which adjudication and sentencing strategies they currently utilize, while in the post-test, they were asked which strategies they will try to utilize with DUI cases. Finally,

in the follow-up, respondents were asked which strategies they have used in DUI cases over the past three months (or since the completion of the workshop).

The construction of the last item, *avoid community service in place of harsher sanctions*, generated some confusion among respondents during the various stages of the study. For example, the follow-up evaluation asked respondents whether or not they *used* community service in place of harsher sanctions (rather than avoided its use). To maintain statistical integrity, the last item has been excluded for purposes of analysis since the original intent was modified. However, discussion of this strategy is contained in the attitudinal section and may also be found in some of the anecdotal comments profiled in the individual state reports.

As expected, all variables measured at the pre-test and post-test phases are statistically significant. Thus, respondents were more likely to try to utilize the strategy after the completion of the judicial education workshop, which demonstrates the impact of the program upon participants.

Of particular importance is whether or not a change in behavior occurred after respondents returned to their respective courts (pre-test to follow-up). Four of the variables measured at the pre-test and follow-up are statistically significant (See Table 2 and corresponding Figures 13-16), including pretrial intensive supervision programs, mandate alcohol assessment for high BAC and/or repeat offenders, staggered sentencing strategies, and supplement incarceration with treatment and aftercare. The significant difference (increase) demonstrates that respondents were more likely to use the above strategies after the completion of the judicial education workshop. The results that were not statistically significant indicate that there is no difference in the respondents' use of these strategies as a result of the workshop.

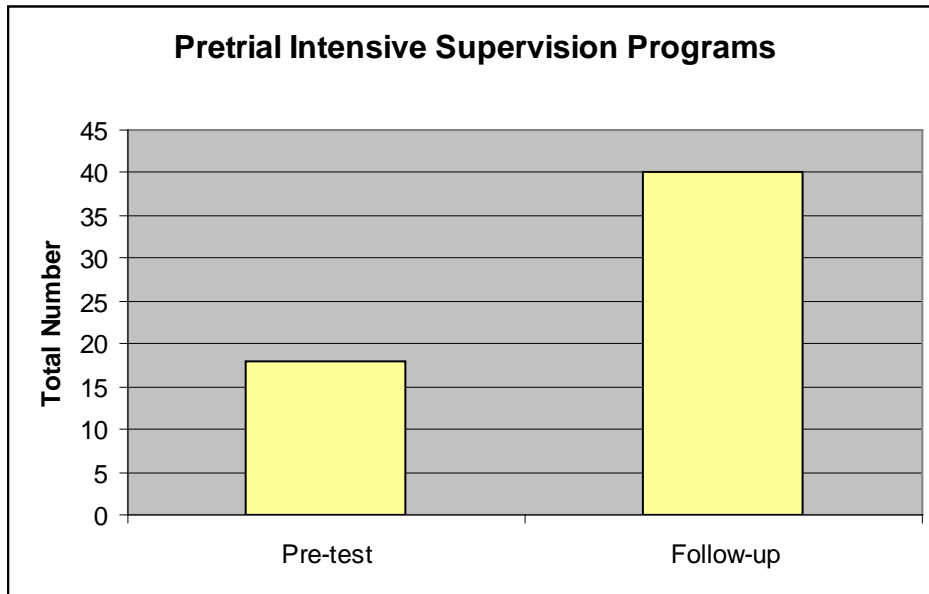
Table 2. Behavioral Indicators in the Use of Adjudication & Sentencing Strategies

Strategy	Significant Findings
Pre-trial intensive supervision programs	Three participants indicated they used this strategy before the workshop but did not use it after the workshop, while 26 participants who did not use this strategy previously implemented it after the workshop ($p < .001$).
Mandate alcohol assessment for high BAC/repeat offenders	Three participants indicated they used this strategy before the workshop but did not use it after the workshop, while 15 participants who did not use this strategy previously implemented it after the workshop ($p < .01$).
Staggered sentencing	Seven participants indicated they used this strategy before the workshop but did not use it after the workshop, while 27 participants who did not use this strategy previously implemented it after the workshop ($p < .001$).
Supplement incarceration with treatment and aftercare	Ten participants indicated they used this strategy before the workshop but did not use it after the workshop, while 23 participants who did not use this strategy previously implemented it after the workshop ($p < .05$).

Respondents also provided information on restricting plea bargaining and the use of diversion programs, employing offender-funded vehicle sanctions, including ignition interlocks, and intensive monitoring, supervision, and probation. Although increases were found for each of these items between the pre-test and follow-up, these findings were not significant ($p > .05$). Thus, the workshop did not produce a significant change in the participants' use of these strategies.

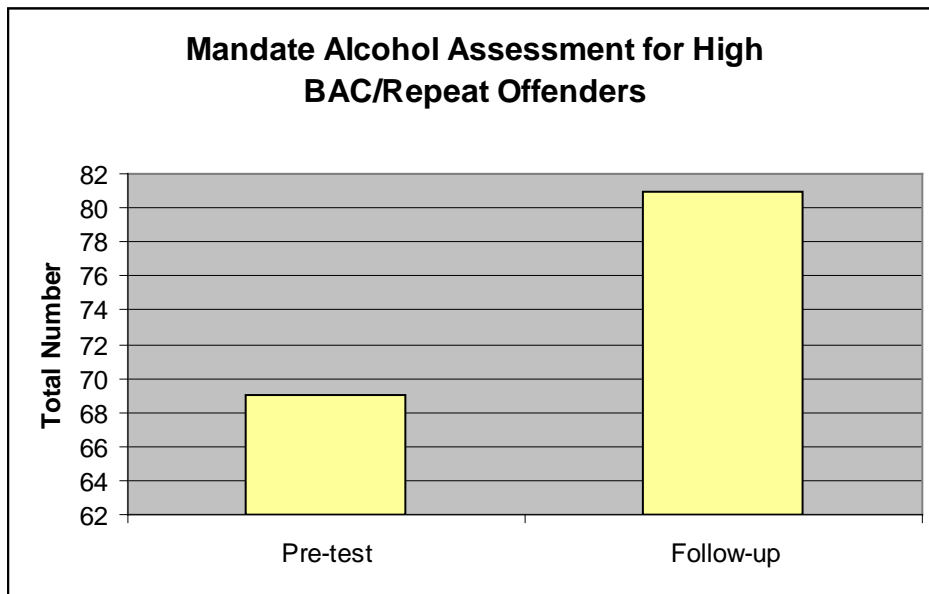
The following figures depict the total number of respondents who implemented the adjudication and sentencing strategies after the workshop.

Figure 13. Comparison of Pre-test & Follow-up Use of Pretrial Intensive Supervision Programs



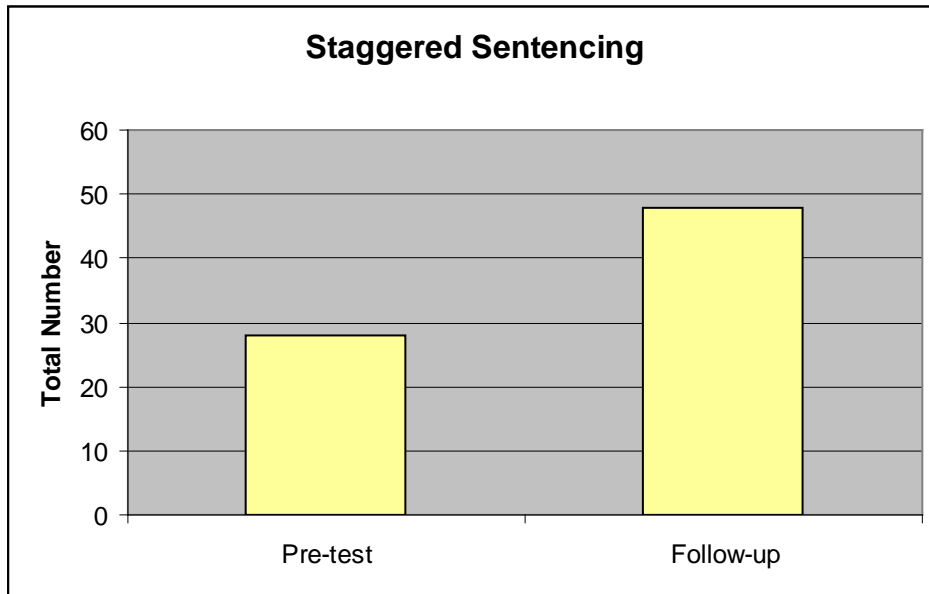
Eighteen respondents used pretrial intensive supervision programs in the pre-test, while 40 respondents used this strategy after the workshop (N=93).

Figure 14. Comparison of Pre-test & Follow-up Use of Mandate Alcohol Assessment for High BAC and/or Repeat Offenders



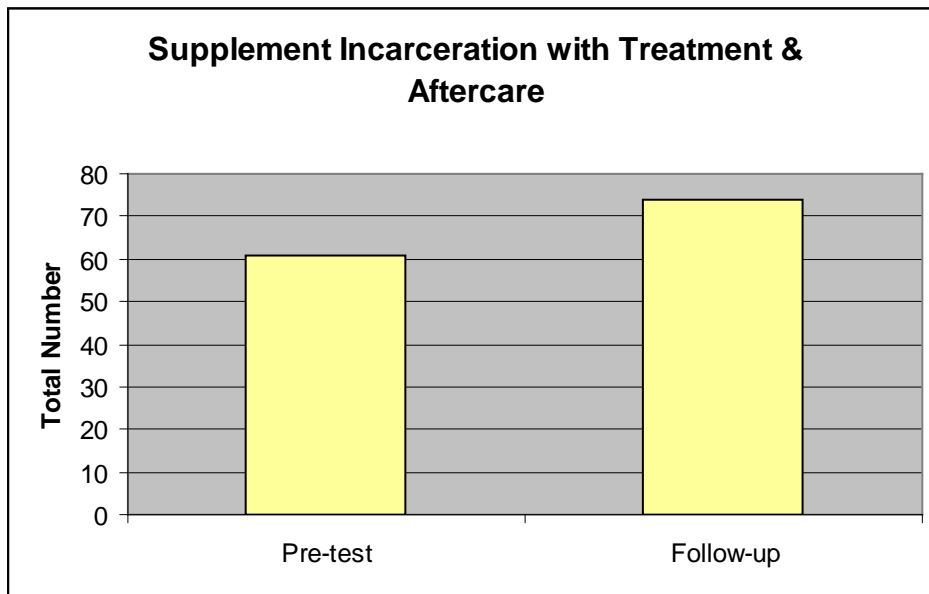
Sixty-nine respondents mandated alcohol assessments for high BAC/repeat offenders in the pre-test, while 81 respondents used this strategy after the workshop (N=93).

Figure 15. Comparison of Pre-test & Follow-up Use of Staggered Sentencing Strategies



Twenty-eight respondents used staggered sentencing strategies in the pre-test, while 48 respondents used this strategy after the workshop (N=93).

Figure 16. Comparison of Pre-test & Follow-up Use of Staggered Sentencing Strategies



Sixty-one respondents supplemented incarceration with treatment and aftercare in the pre-test, while 74 respondents used this strategy after the workshop (N=93).

Feedback on the Judicial Education Workshop

Overall, participants provided positive feedback regarding the judicial education workshop. The respondents commented extensively about the quality of the workshop, referring repeatedly to the interactive instructional methods, utility of the subject matter, and the quality of the *Hardcore Drunk Driving Judicial Guide*. Some even commented that they would like the workshop to return to their state and expand the judicial audience in attendance. Judicial officials also commented on how the workshop changed their perceptions, particularly in regard to pretrial intensive supervision programs, which resulted in the implementation of this strategy. Finally, some expanded the implementation of various strategies, such as staggered sentencing to include other actors within the judicial system. The results of the qualitative assessment lend further support to the quantitative analyses as to effectiveness of the judicial education workshop.

One of the greatest challenges to judicial officers is the lack of available resources to effectively execute the implementation of some of the strategies (e.g. ignition interlocks). In addition, statutory regulations may prohibit (or mandate) the use of some strategies. For example, some judicial officials expressed concern over mandatory vehicle sanctions for all DUI offenders, which limits discretionary use of other sentencing options for individual cases and involves substantial costs. However, in reference to hardcore drunk drivers, most judicial officials support the strategies emphasized at the workshops, despite challenges or obstacles.

Conclusion

The goal of the judicial education evaluation was to determine the effectiveness of the HCDD workshop in conveying to judges, magistrates, and quasi-judicial officials new knowledge and to assess the impact upon attitudes and actions related to hardcore drunk driving cases. The results of this study confirm that the workshop met its purpose. Overall, the workshop was effective in:

- ❖ Improving the knowledge related to DUI offenders and hardcore drunk drivers and the role of the judiciary in these cases;
- ❖ Encouraging positive perceptions and affecting attitudes of adjudication and sentencing strategies emphasized during the training; and
- ❖ Influencing the likelihood judicial officials would utilize these specialized adjudication and sentencing strategies when returning to their respective courts.

The positive results achieved also reflect that the design of the evaluation process, and instruments enabled reliable measurements of knowledge, attitudes, and behavior across the various time periods. It also allowed the discovery of factors involved in adjudicating and sentencing hardcore drunk driving cases, which document the diverse and challenging environment within which judges operate related to these cases. This knowledge further illuminates complications to be overcome if the strategies are to be successful and provides formative evaluation information for future trainings and other interventions that address hardcore drunk drivers.

This evaluation process was successful in measuring impact of the HCDD workshop. It demonstrates that this same or similar process can be implemented when the objective of the educational intervention is to change knowledge, attitude, and behavior. For additional information about The Century Council or the National Hardcore Judicial Education program please visit us on the web at www.centurycouncil.org.