

Exhibit 9.2 Criteria for Good Utilization-Focused Evaluation Questions

Criterion for Good U-Fe Questions	Good Question Examples	Poor Question Example
1. <i>The question can be answered with data.</i>	What do program participants learn in the program? What are they most satisfied with? What are they dissatisfied with?	How much will participants retain of what they learned 3 years from now? (Timeline is too long to yield immediately actionable and useful data.)
2. <i>The questions can be answered sufficiently well to inform understanding and support action.</i>	What are the barriers to recycling in the community? Who is recycling and why? Who is not recycling and why?	How much of a tax increase will people support for recycling? (This is a complicated economic policy question that would typically be beyond the capacity of a local recycling program to answer well.)
3. <i>Questions can be answered in a reasonable time frame and at reasonable cost.</i>	Why are some people dropping out of the program?	What happens to people who drop out of the program over the next year after dropping out? (An expensive inquiry with a long time horizon.)
4. <i>Data can be brought to bear on the questions; that is, they aren't philosophical, religious, or moral questions.</i>	What factors affect whether low-income women choose to have an abortion for an unwanted pregnancy?	Is abortion moral? (Not an empirical question.)
5. <i>The answer is not biased or predetermined by the phrasing of the question.</i>	What are the strengths and weaknesses of the program?	How can we prove that the curriculum is a best practice? (already assumes positive results and assumes that there are established "best" practices.)
6. <i>The primary intended users want the question answered; they have identified it as important and can say why.</i>	What are the core elements of the program versus optional elements? (Users have identified a desire to focus on core elements.)	How do we get experts to pay attention to this program? (If "experts" are to be treated as intended users, they should be part of the U-FE process.)
7. <i>The answer is actionable; intended users can indicate how they would use the answer to the question for future decision making and action.</i>	How has COVID-19 affected program implementation and outcomes? What lessons have been learned for future program adaptability?	Did COVID-19 affect the program? (This yes/no question does not point to potential action.)
8. <i>The question is relevant to the purpose of the evaluation.</i>	Ask this summative evaluation question: What is the merit, worth, and significance of the program?	How do we prove our program works so we keep getting funding? (This is a biased question for advocacy not evaluation.)
9. <i>The question is clear.</i>	What did participants report as most important to them in the program?	What were participants' reactions (reactions to what, about what, for what purpose)?
10. <i>The question is open ended.</i>	What lessons were learned that can be applied to future programming?	Did the program work? (overly simplistic, dichotomous yes/no question phrasing.)