Project 1 Questions:

1. What story can you tell with this information? Does this story differ from your expectations? Why or why not?
Based on this information we can tell who takes the SAT based on region and demographic out of the total population for each region (census). This data and the information we gathered does not differ from my expectations because we inferred that specific demographics over others would take and have the privilege of taking the SAT.

2. How could this data without the context of systemic racism be used for misinformation?
Without the context of systemic racism, this data could be used to misinform people that whether or not you take the SAT is based on your race. However, when we use the context of systematic racism and the census data, we understand that there are many factors that lead to the difference in test takers for different races.

3. Think about the data sources for this information. Are there any limitations to the information based on these data sources (College Board and the US Census Bureau)? What information may be missing or is too generalized in these datasets?
 The limitations based on these sources is education level that is missing and the desire for students to take the SAT to go to college. I think there should be data that shows how many people want to go to college/take the SAT and out of the population or student population.

4. Think about potential audiences for your story (perhaps College Board, state/federal education departments, journalists, and more). How can you use this information to advocate for individual, organizational, and/or policy change?
If we were to bring this data to the state and federal education departments, we would advocate for the SAT to be offered for free. By doing so, everyone would be able to take the test, which would lead to a higher number of test takers for many races.