

let's restore humanity,
together



Human Restoration Project

2024 Yearly Impact Report

on the future

Obviously, the events of the last few weeks have caused anxiety and fear at our organization.

Even before talking about broad-spanning impacts on the education system, we know that teachers and students will face horrific outcomes as a result of this election, especially for marginalized people. And a whole host of mismanaged, short-sighted, and close-minded “reforms” will negatively impact our humanity.

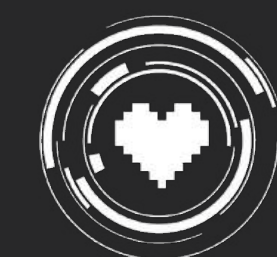
Yet, it’s important to note that America today is still, in essence, the same America as yesterday. These underlying problems require ongoing solutions. Our work together will continue to reimagine education (albeit, it may be *slightly* more difficult now). Education reform has been disastrous from *both* political parties, and our role is enacting change from the grassroots: starting with individual classrooms and showcasing that change is possible (and incredible).

We must recognize that education is not *just* to prepare students for the future, but for now. The foundations of a human-focused system rests in empathy and critical understanding of our world. We have to build a better education system together, and that isn’t through tinkering with standardized tests or “I can” statements.

If the United States had commonplace progressive, human-centered classrooms, it’s our firm belief that there would be better options for representation across the political spectrum - people who value lifting each other up, radical care, and enacting policies to make meaningful changes for struggling people and the environment.

And it’s important to note that we believe *most* people do, in their hearts, want to see an education system like what we propose.

Virtually all of HRP’s work occurs in public schools and we’ve been fortunate to find



ourselves in rural, conservative-leaning districts more-often-than-not. Small communities like these have much less red-tape, which makes it easier to rethink school practices and systems.

Time after time, we've been nervous about how our work will be received. How will a community focus group in a 99% conservative area with family members - small business owners, police officers, pastors - and the like respond to our questions on building a progressive education system? What will they think about hands-on learning, interdisciplinary teaching, community projects, and focusing on feedback over grades? And, perhaps more pressing, what about social-emotional health, promoting social justice, and building equitable systems?

Frankly, every single time we've been surprised.

No matter where we're at, from the rural mountains to the suburbs to city schools, we rarely receive any pushback on any of this. In fact, we see families *embrace and demand it*. Families want more authentic learning. They want their kids to learn empathy, care, and compassion. They want them to have tools to creatively solve problems and build better lives for themselves. They *do not* want their kids crammed with homework, quizzes, tests, and grades that dehumanize them and make them unhappy.

Likewise, they *want* their children to value and love one-another. They care about people being able to get along and they desire their children to gain a deeper understanding of our world and its diversity.

This isn't to say that there aren't any problematic beliefs across our conversations (which is true across all political leanings),

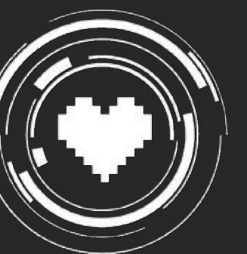
but we truly believe that the vast majority of people desire major reforms to how classrooms sound, look, and feel.

Revitalized classrooms will have a lasting impact on our world, from creating a deeper understanding of our differences to advocate for protection of the most marginalized, to preserving and restoring our world so that our ecosystems (us *and* the greater environment) can thrive.

It'll take some convincing, many setbacks, a coalition of partnerships, a lot of friends, and some existential dread...but we'll get there.

We have that power to change the world - let's advocate, resist, and fight for it. Let's restore humanity to education.

Chris, Nick, and Cassie
Directors, Human Restoration Project



theory of change

Human Restoration Project is informing, guiding, and growing a movement toward a progressive, human-centered education system.

We are bringing together a network of human-centered educators who are transforming classrooms across the world.

Grassroots, Systems-Based Thinking

We believe that young people, families, educators, administrators, and community members must take control of their schools to push for change. Top-down reforms from governmental organizations uphold traditional standards and often lead to more problems than they attempt to solve.

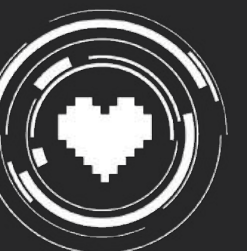
When one system changes, each other system changes in-turn. All depend on each other. Change will only occur when we change underlying systems rather than attempting to make human-centered practice work in inherently inhumane paces

A Human-Centered Education

HRP has identified twenty systems, summarized within 4 values statements, that must be changed for a human-centric, equitable system that creates a better future for all:

- . Learning is rooted in purpose-finding and community relevance.
- . Social justice is the cornerstone to educational success.
- . Dehumanizing practices do not belong in school.
- . Learners are respectful toward each other's human worth.

We provide the platform to **inform, guide, and grow** systemic change toward reimagining education.

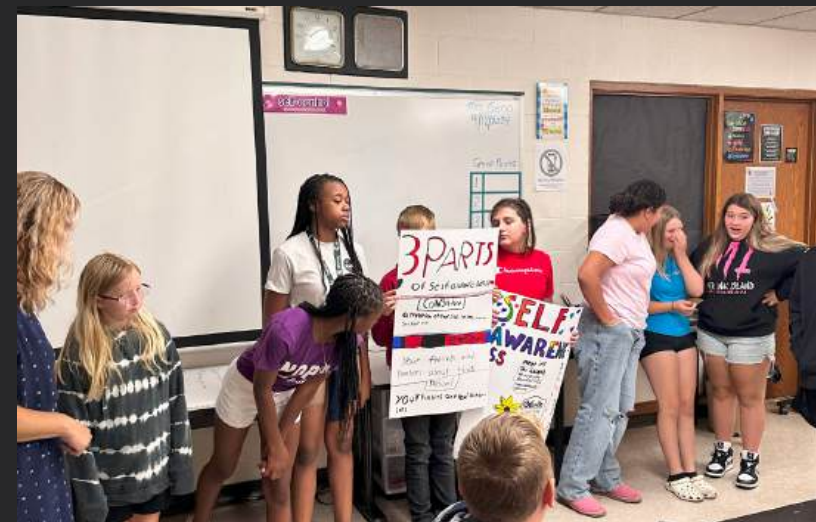


third coast learning collaborative

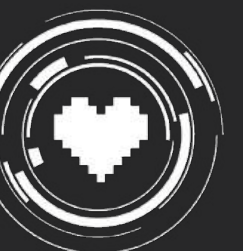
Alongside amazing educators, we are reimagining what's possible in Western Michigan public schools through interdisciplinary, hands-on learning with a focus on community, student well-being, and authentic assessment.

Learn more about this 5 year initiative (which is 90%+ of where we spend our time/resources!)

See our first showcase project.



guide



reach

Data in this report reflects
January - November 2024
vs. 2023 (year to year).

113% (doubled year after year!)
more website users

667,000 (+108%)
page views

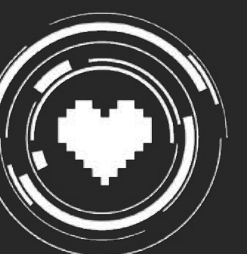
45%
more Discord users

~9,520
Discord messages sent

~18,240 (+195%)
average articles read
/ month

79,278 (-93%*)
social media impressions

*X (Twitter) no longer provides free access to analytics...so we are not including any of that data. (And all of our directors have deleted their accounts due to the problematic nature of the site.) Nearly all of our traffic was previously from Twitter, and we've been joining new spaces to find the fallout (who don't have analytics yet: Threads, Bluesky, Mastodon, Discord, etc.) We have adopted the [POSSE model](#) to stay in touch with our audience across multiple spaces.



video

38,100 (-47%*)
YouTube Views

4,097 (+80%)
YouTube Subscribers

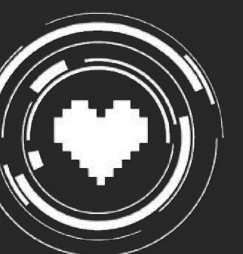
7:54 (-9%)
Average View Duration

557,000 (-51%)
Impressions

Imagining a Solarpunk
Education
top video

project based learning
should homework be banned?
grading in education
gamification in education
what is critical race theory?
the science of reading
game based learning
trending content
(based on Google Analytics)

*Although we saw increased traction on our YouTube while we shifted focus to it, we also have needed to concentrate on our work on-the-ground. This has led to a sizable decrease in our number of videos uploaded (and therefore, less views).



writing

in-depth articles

breakfast, basic needs, and the problem with “maslowing”

Emma McMain
October 1, 2024



does assessment stymie curiosity?

Theresa Walter
November 4, 2024



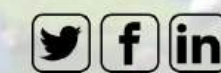
fascism on campus and the siege of student space

Noah Ranz-Lind
April 29, 2024



spaces and structures, part one: the hope

Mal Radagast
October 15, 2024



becoming our best selves: reconnecting to ecosocial literacy

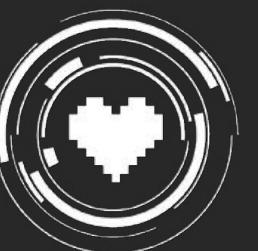
Chris Zom
January 11, 2024



new contributors



inform



podcasts

enlightening conversations

the fantasy economy & the education reform movement w/ neil kraus

#155
September 28, 2024



part 3 of 3: pedagogy in the hawaiian islands feat. hanahau'oli school

#142
November 18, 2023



how grades harm students & what we can do about it w/ joshua eyler

#156
October 12, 2024



2024 title ix update w/ the aclu

#BONUS
October 19, 2024



meritocracy, anxiety, & the chinese college entrance exam w/ zachary howlett

#157
November 2, 2024

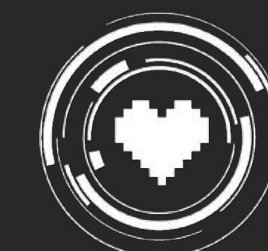


fantastic guests



15 new conversations with 22 guests

inform



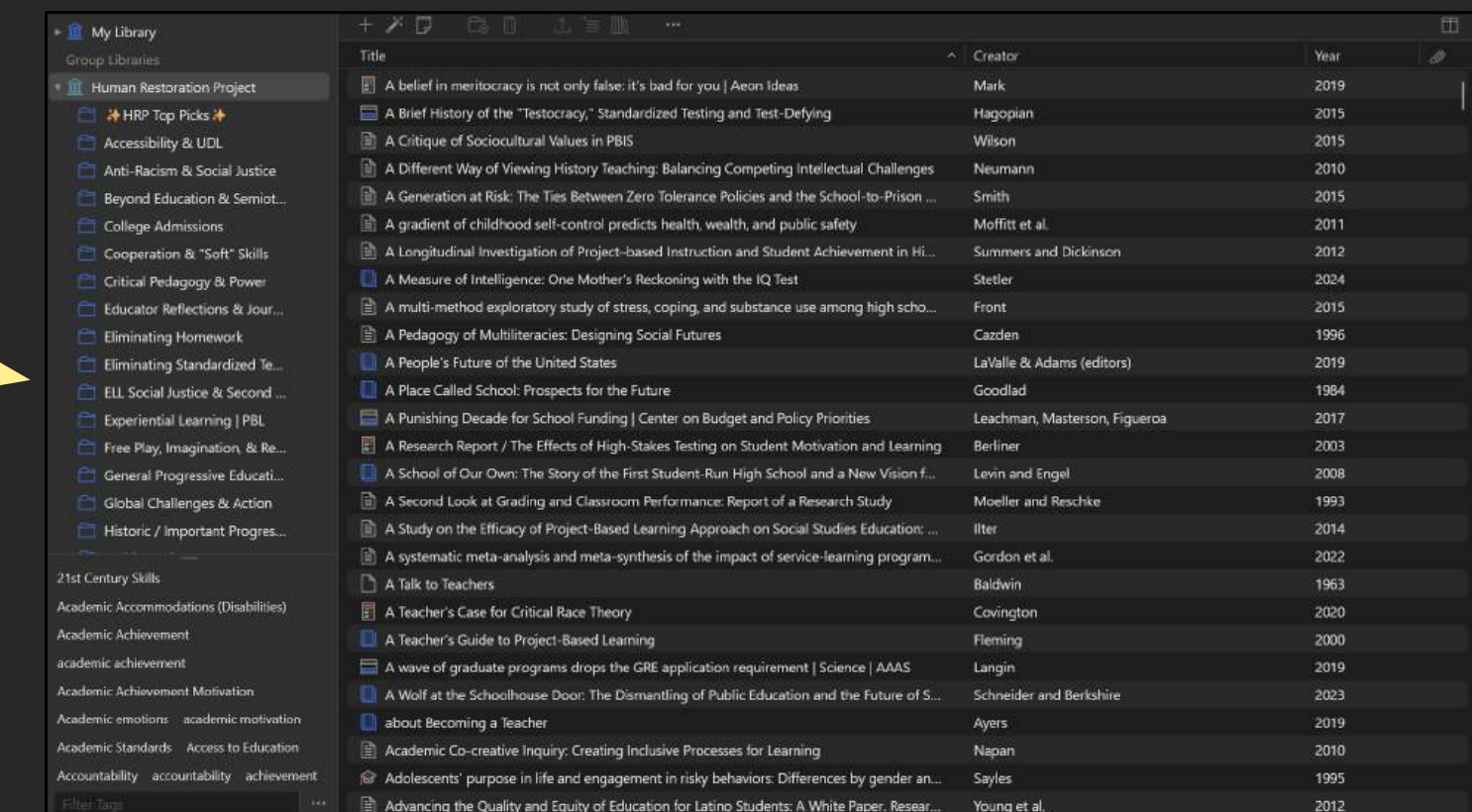
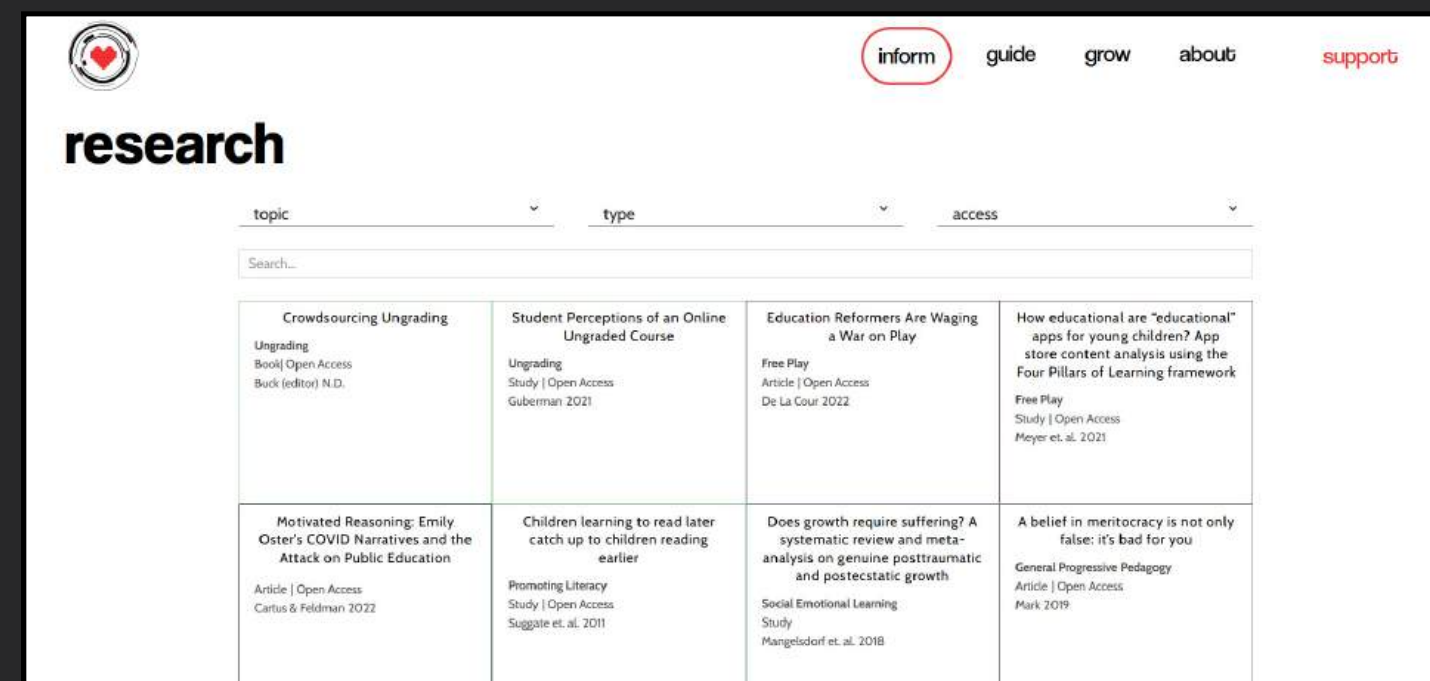
research

We've (recently) reformatted our entire research to be on Zotero - now more collaborative and usable!

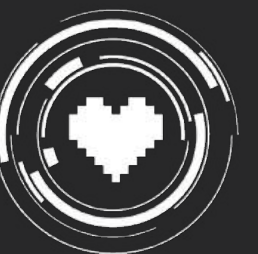
39%
articles

31%
studies

30%
books

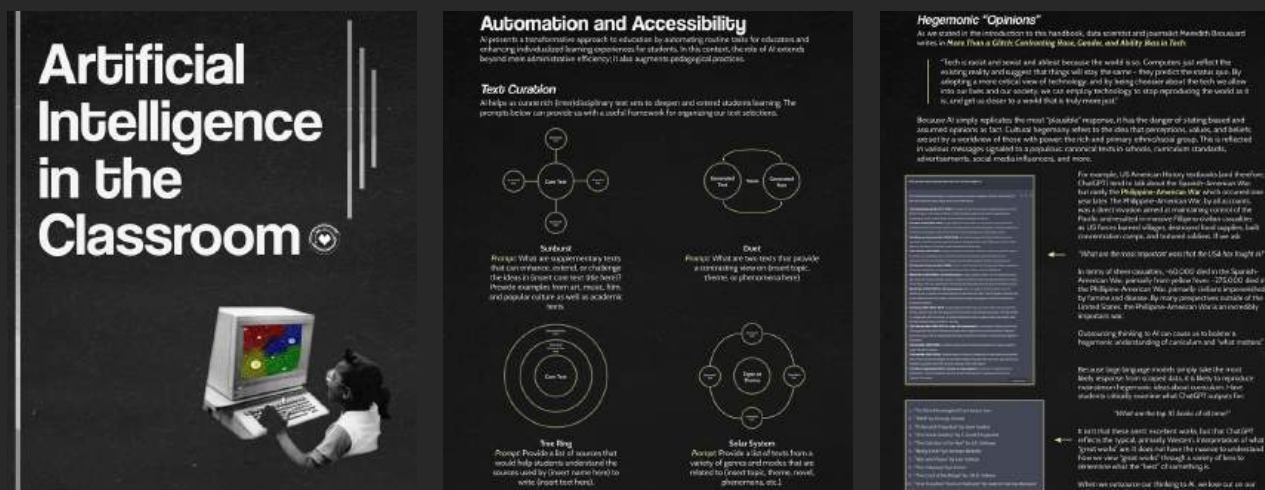


inform

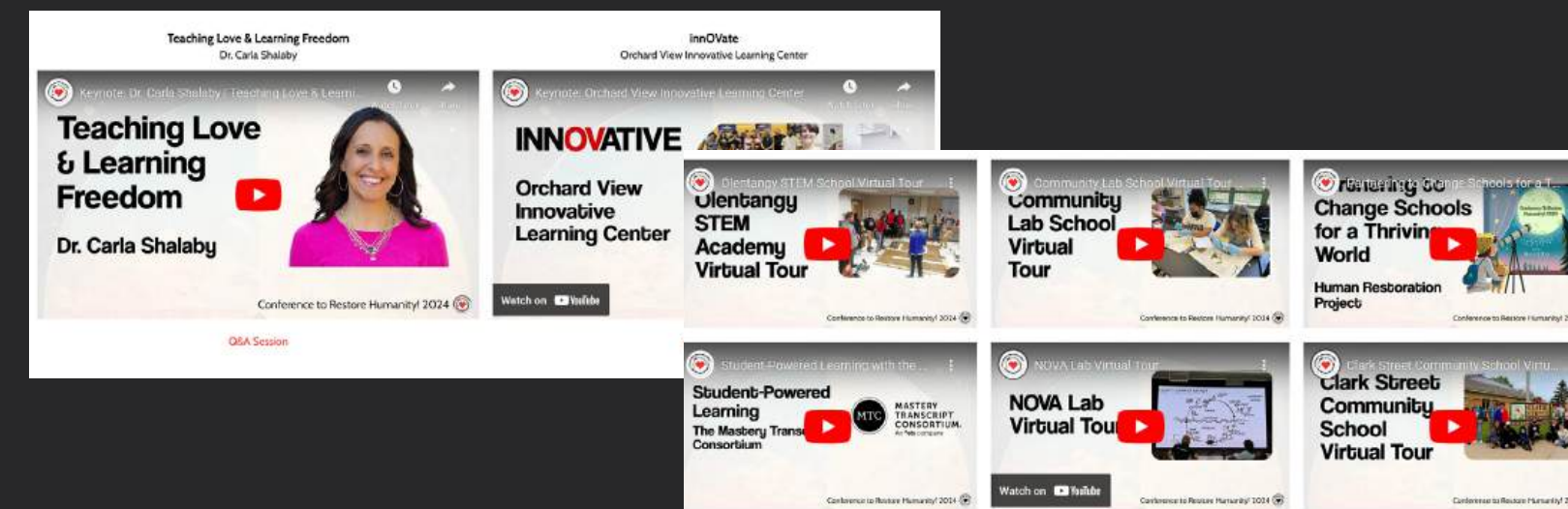


releases

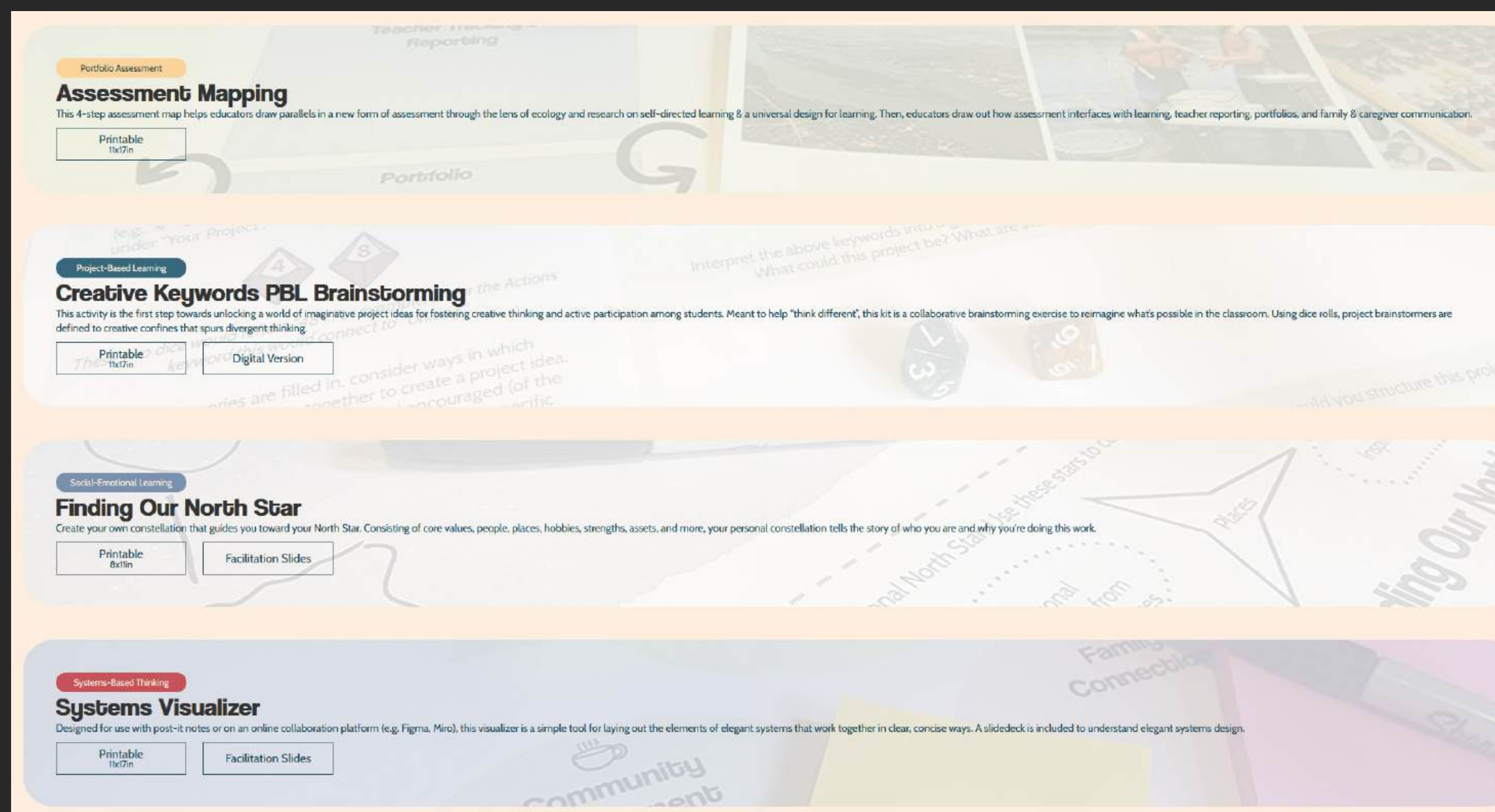
AI Handbook (Updated Aug 2024)



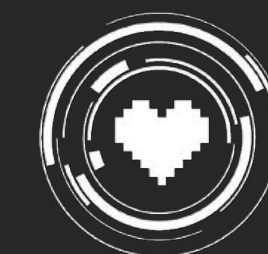
Conference Collection September 2024



Systems-Thinking Resources Third Coast Learning Collaborative



guide



human-centered PD

~410

educators involved in PD & workshops

92%

stated that our PD was “great” or “excellent”

~400+

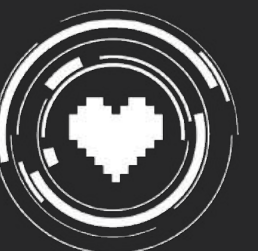
students involved in focus group conversations

an entirely new system for supporting student voice

The screenshot shows a video player interface. At the top, there is a 'Filter Keywords by Topic' dropdown menu. Below it is a keyword cloud with terms like 'students', 'teacher', 'schools', 'public school', 'middle-school', 'public schools', 'democracy', 'mental health', 'anxiety', 'suicide', 'remote learning', 'pandemic', 'student', 'college', 'educators', 'campus', 'professor', 'religion', 'education', 'curriculum', 'IEPs', and 'government'. A video player below the cloud shows a progress bar at 0:00 / 57:50. Below the video player is a 'Transcript' section with a search bar and a 'Font Size' control. The transcript shows two speakers: Chris (0:00) and Nick (0:15). Chris says: "We're going to start off with question one here. Either of you can start. You can be as brief or as concise as you'd like to be. Feel free to share however you want to share. The first question is, what makes a good life for you?" Nick says: "I'll go ahead and go first, I guess you would think that as a almost 35-year-old that I would have an answer to this, but I". The video title is "Human-Centered Schools Empathy Interview Example" and it is hosted by Chris M. in Columbus. The video duration is 57:50.

The document is titled "Enacting Social Justice-Driven Policies and Curriculum". It features a logo at the top center. The text discusses the importance of social justice in education and curriculum. It states: "Students need to see themselves within the school community and curriculum. Belonging and acceptance are cornerstones to learning and students need adults who proactively advocate on their behalf. Although social justice-centered policies and curriculum may already be in place, additional efforts can always be taken." It then discusses physical space: "First is through physical space. Students feel safer in environments with affirming symbols, such as pride flags, BLM murals, or Human Rights Campaign stickers. As a first step, simply recognizing identities through proactively prioritizing decorations throughout the physical space is an affirming action." Below this is a redacted section. The second point is: "Second is acknowledging ways in which our own bias and privilege leads to potential problematic verbiage, phrases, or even denial of student identities. To better educate all students, it's imperative that we tackle social justice personally as well as with our classes. Students need to understand the importance of the historical, cultural, and political systems that shape marginalized communities." It lists two resources: "The Trevor Project offers a handbook on creating safe spaces for young people" and "The Black Lives Matter at School Curriculum provides lesson plan and whole school activities".

guide



conference to restore humanity! 2024

165 (+4%)
attendees

94%
rated our virtual conference
design positively

94%
stated our virtual conference was
better than, or the best they've
attended

100%(!)
said they'd attend the conference
again

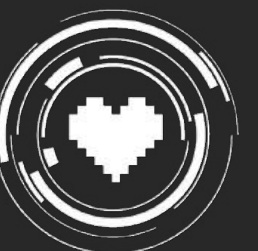
continuing our success in a one-of-its-kind event
flipped keynotes, extensive Q&A, self-paced learning & made available to all following the live
event

keynotes by
Dr. Mary Helen Immordino-Yang
Dr. Carla Shalaby
Dr. Sawsan Jaber
Orchard View Innovative Learning Center

tracks on
Navigation & Transformation: Interdisciplinary Inquiry Across Domains
Unveiling Injustice: Palestine, Global Social Justice, and the Final Stronghold of Imperialism

school tours (new)
with 4 innovative public schools

grow



thoughts from attendees

>> The Conference to Restore Humanity is one of the few conferences I've been to that lived up to its name. In every session the focus was not merely on "best practices" or "Science of Learning" or "Data data data." The focus on the human, on how education is, as Dr. Immodin-Yang noted, about "developing human beings" was so refreshing and unabashed. **Everyone who spoke elevated the human centeredness of their practice above all else. And to have as many students as this conference had??? Who else should we really be paying attention to?** To leave a conference, especially a virtual one, with a feeling of joy and renewed vigor for this often taxing career is unexpected and welcome. Thank you.

>> I had no idea what to expect but the conference provided an inspiring abundance of kindred spirit educators who are doing the work of making the world better through humane educational experiences. I learned so much about both theory and practice. The variety was delightful, with so much attention paid to the aesthetics and the experience of the participants, from music to graphics to videos to platforms. **I have never attended anything quite this magical. But now I'm both tired and fired up!**

>> Human Restoration Project is constantly pushing boundaries and exceeding expectations. **They truly live into their mission to restore humanity - affording opportunities for the community to feel connecting to both each other and the ideas they share.** Their latest conference left me in awe - their stamina to host and hold guests as partners in the work was deeply felt.

>> HRP decenters the institution, and recenters the people; **actively, specifically, and joyfully.** Their conference celebrates communal knowledge-building and showcases real schools, real people, and real work. Each conversation fuels the personal-collective heart of learning, and truly helps to reimagine schooling by rooting those dreams within our current educational reality.

>> The work that HRP has done to **make this conference accessible in real-time & asynchronously, with transcripts & visuals supports full as-you-can engagement.** There is a dynamic mix of familiar and less familiar voices - an expansive experience!



conference presentations & presence



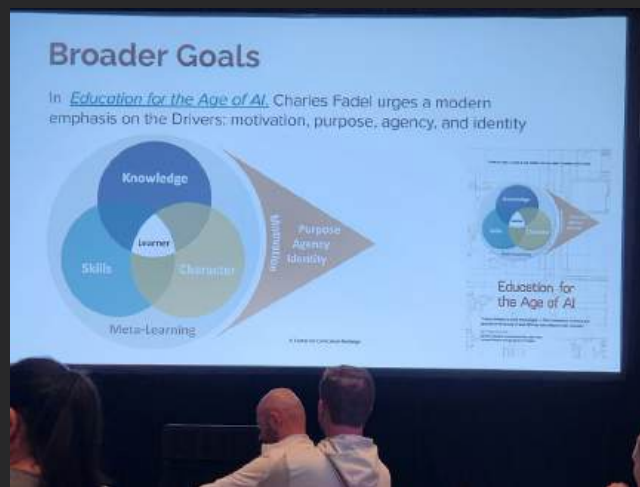
Student Power Summit
March | Winchester, VA



MIT CCC Symposium
May | Boston, MA



Mastery Transcript Conference
September | Denver, CO



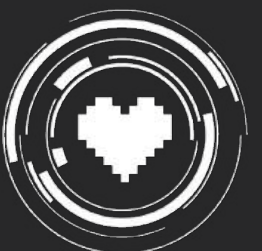
Progressive Education Network Conference
October | Columbus, OH



Revolve CC
November | Marquette, MI



SEL Exchange (CASEL)
November | Chicago, IL



organization growth



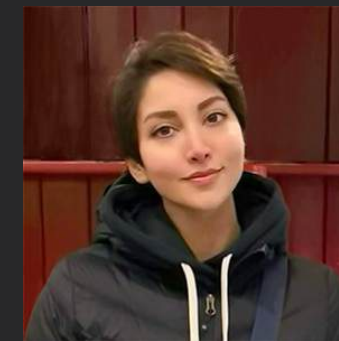
Cassie Nastase

Third Coast Learning Collaborative Coordinator

Cassie is a former school counselor from West Michigan who believes in providing students with educational experiences that which cultivate curiosity, creativity and meaningful connection to self and community. She is passionate about integrating SEL standards and therapeutic approaches into everyday teaching practices to create nurturing learning environments that support the holistic development of students. Outside of her professional life, you may find her at one of Michigan's beaches or exploring the Montana mountains with her husband and two daughters.



Lia Garcia Berrido
International Relations



Farimah Khavari
Artist



Noah Ranz-Lind
Content Strategist



Kevin Pettinger
Digital Systems Lead



Gilberto Aponte Prats
Education Technology Specialist



Mal Radagast
Community Manager



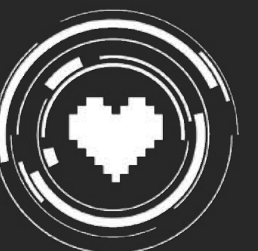
Lindsay Frankenfeld
Grant Identifier



Vaughan Cleary
International Relations

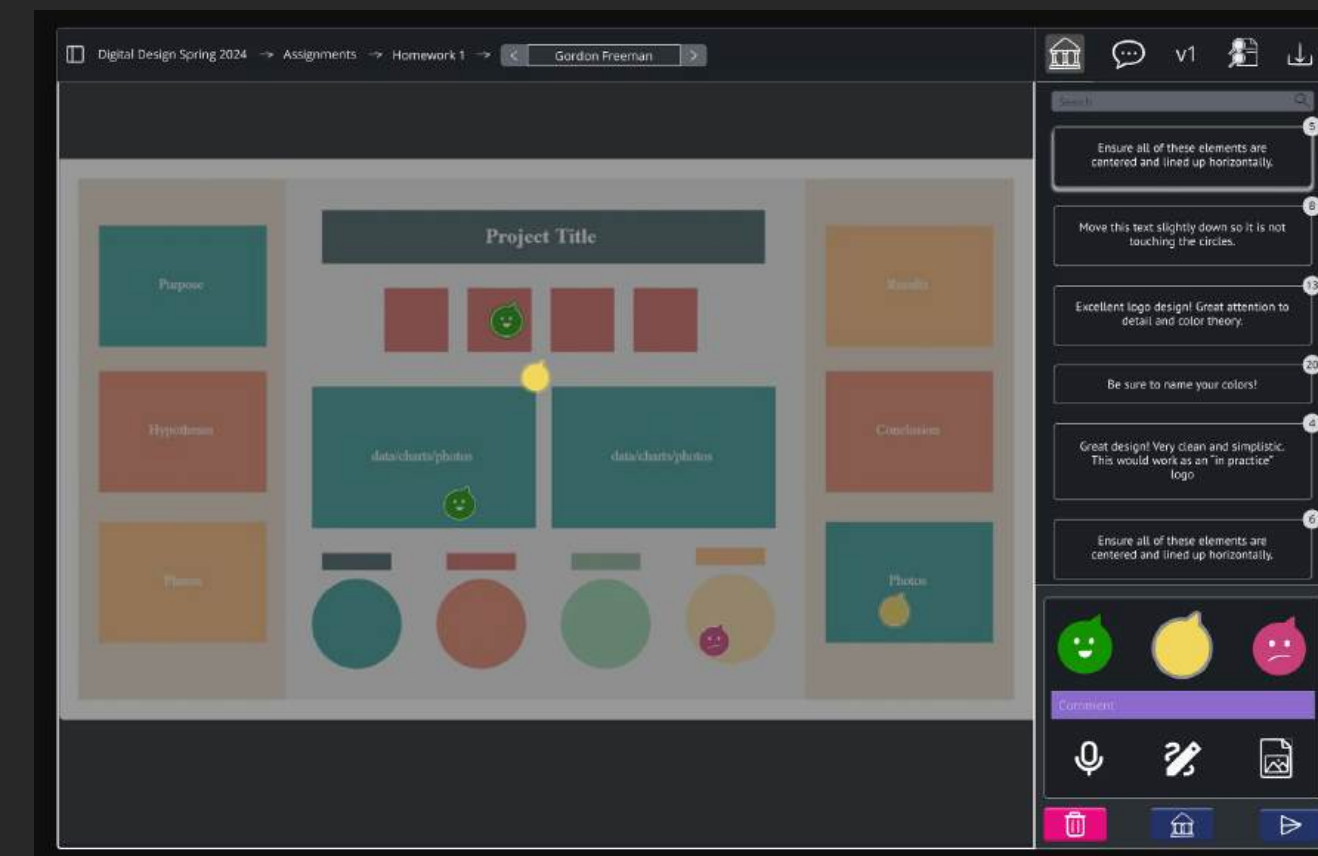
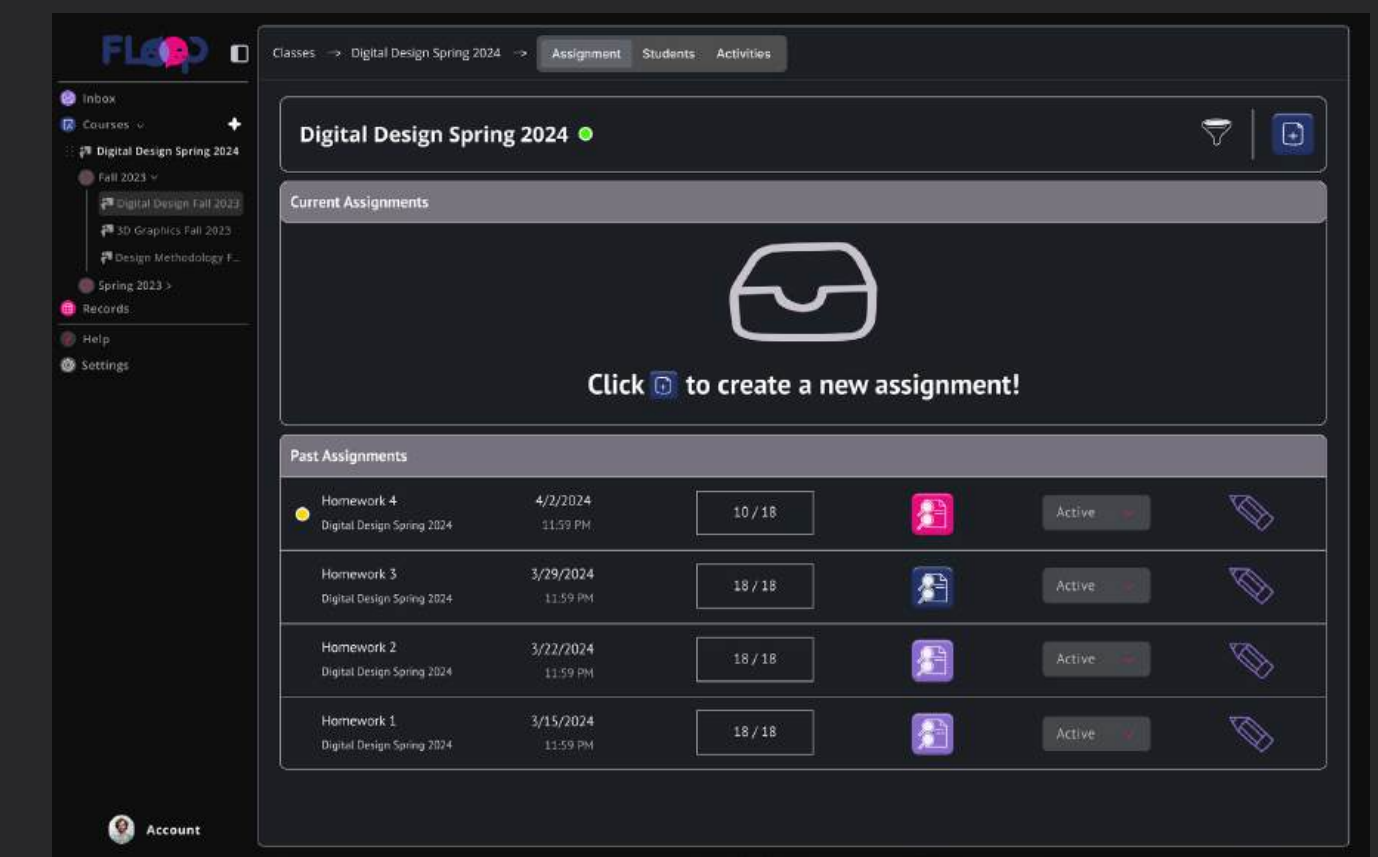
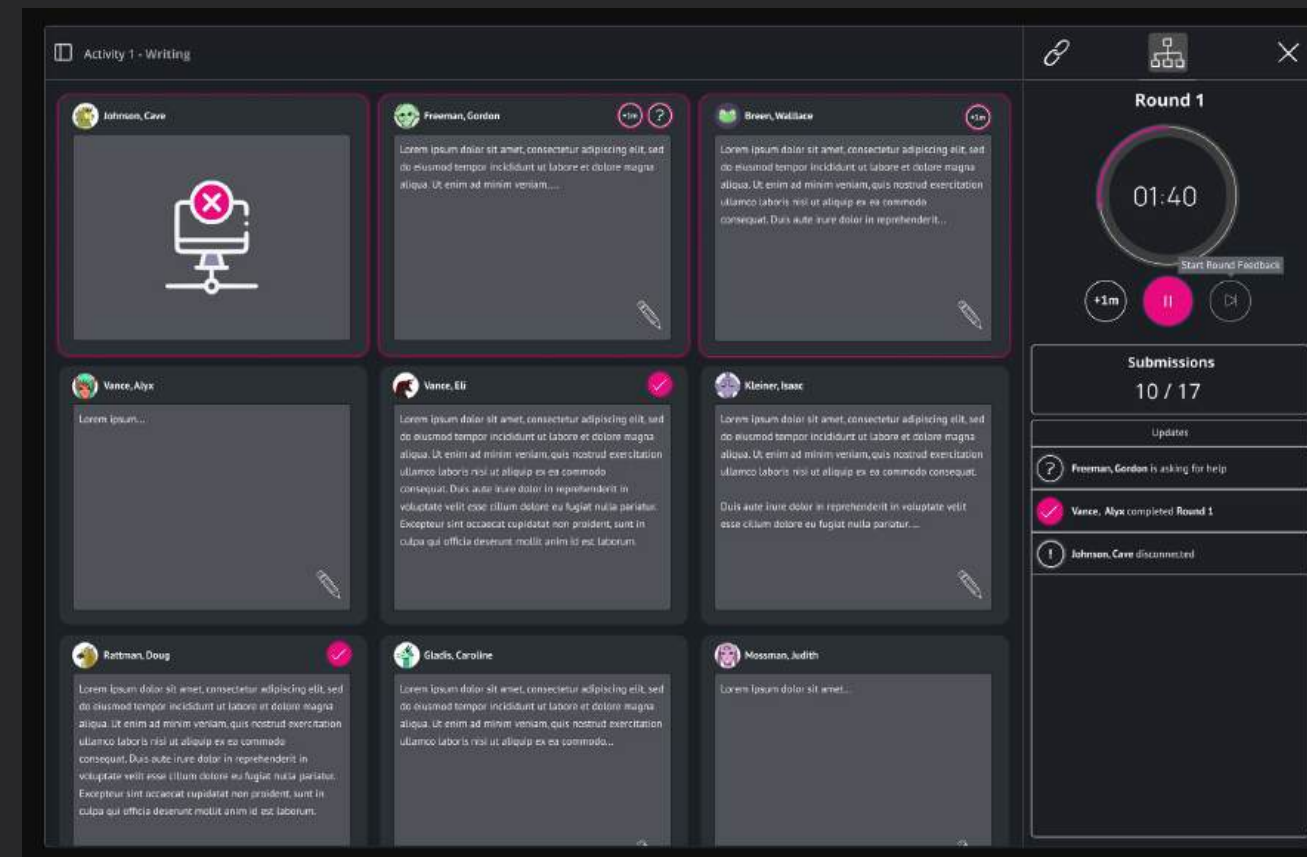
across 2024, we've welcomed a new full-time
staff member + many part-time staff!

grow





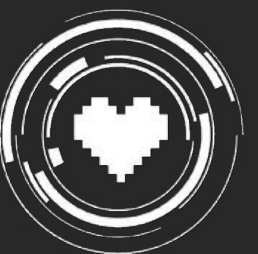
Floop



*early concept designs, not final!

We are developing a new version of our feedback-forward learning software, Floop.

grow



our board



Jason Blair



Dr. Susan D. Blum



Hedreich Nichols



Krissy Wright Quinn



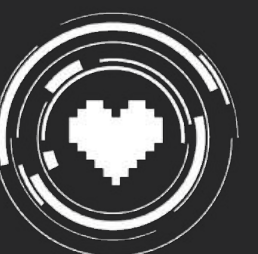
Dr. Traci Nicole Smith



Dr. Yong Zhao



Waverly Zhao



partners



our merchandise is
sustainably sourced
& union made!



cortico



ANTIOCH UNIVERSITY

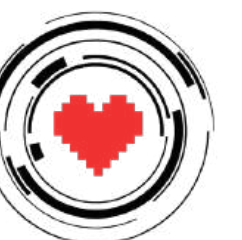


rethinking schools



we've worked with these organizations (and more) to further develop HRP across 2024.

grow



revisiting last year

These were our goals for
2024 from our last impact
report.

seek continual grant funding

We have secured nearly \$1m in funding per year until 2028, mostly through the US Department of Education's Education Innovation and Research grant (see Third Coast Learning Collaborative, above).

seek partnerships for even more resources

We've updated our AI Handbook to the point we'd call it the best critical AI toolkit out there. Plus, we have a ton of new resources in partnership with the Third Coast Learning Collaborative.

grow our youtube presence

Technically, we didn't do this! However, we strategically shifted to on-the-ground work for our new grant(s) which has lessened our ability to make new videos.

grow our POSSE/discord network

We've made a lot of progress in our community spaces (thanks Mal!), but still need to help people find new spaces to engage in the onset of increasingly isolated social media environments.

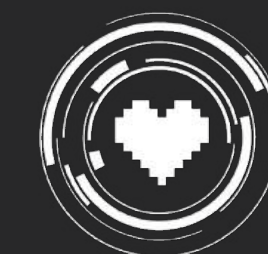
host conference to restore humanity! 2024 (and expand conference pedagogy)

CTRH! expanded this year and continues to be an innovative space for connection and learning.

redesign and rerelease Floop

Floop will likely not be ready until late 2025/early 2026, but we'll release it when it's ready! Be on the lookout for more updates via our social media and Discord.

grow



goals for 2025

reimagine what's possible with TCLC

Our main goal this year (and until the end of this grant) is to knock it out of the park: building schools within schools in public education to recognize that a progressive, human-centered education not only works, but is drastically better than “business as usual.”

fight for student rights

We will act and partner with like-minded organizations to support endeavors that ensure marginalized young people are protected and served.

seek alternative sources of funding

If the Department of Education is abolished, there's going to be *many* issues. However, for our organization's sake...we do currently rely on the DoE for funding. We will need to identify other large donors/foundations to keep us afloat.

be a light in dark spaces

Given the nature of 2024 (and beyond), we want to continually offer a space of actionable hope, equipping teachers with tools to utilize in their classrooms - while staying operational against increased opposition.

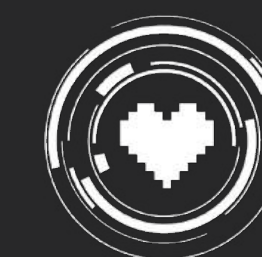
provide resources on low investigated topics

There's many critical topics in K-12 education that need a spotlight: from a growing toxic culture of young men online to a (still) unexamined environmental lens of embracing AI in schools. We want to create at least 2-3 more high quality resources to bring these to light.

build actionable partnerships

None of this work is possible without collaborators and other organizations. We want to **double** our current partnerships (see above). Reach out to us, we want to partner with you!

grow



financial

This analysis is different than previous years, as we've achieved a major grant from the US Department of Education.

Transparency is very important to us, so we aim to provide a full breakdown of our financials in this space.

Revenue (\$747,790 (TCLC)+ \$69,582 (Other))	
EIR Grant	91.6%
Grants (Other)	5.0%
Donations	3.0%
MISC (Conference Sponsorships, Content Creation, etc.)	0.4%

Direct Expenses (\$538,069)	
Full-Time Staff Pay & Benefits	54.2%
Grant/School Partner Contracts	44.9%
Travel (TCLC)	2.0%
Website (TCLC)	.03%

Indirect Expenses (\$86,000)	
Part-Time Staff Pay	55.4%
Office Expenses	14.8%
Techstack (all remote platforms)	12.9%
Travel (PD & Conference)	11.2%
Focus Group Software & Transcription	2.8%
Accounting & Auditing	2.3%
Professional Learning (e.g. books, courses)	0.9%

This grant is a momentous achievement for our organization, school partners, and grant partners to do this work on a larger scale. However, it has come at, perhaps, an inopportune time. Our federal grants are guaranteed by Congress and not attached (financially) to the Department of Education. Therefore, during a hypothetical closure of the US DOE, we will still retain financial services through 2028.

That said, with the elimination of the department there will be a lack of coordination and communication about these funds which could be disastrous for actually receiving/transferring them to the organization. Further, there is a possibility that these grants will not be honored given the state of our political system.

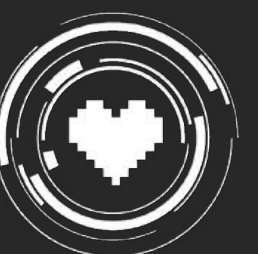
Therefore, for multiple reasons, we are seriously pursuing donors, funders, and foundations to remain self-sustainable.

what you'll see on our form 990:

top paid employees: Cassie Nastase, Nick Covington, & Chris McNutt
salary: \$72,200-82,500 / yr + benefits (secured 100% through grant funding)

grant funding: \$~790,000

our board and volunteers are not compensated



thank you to our supporters

(In no particular order...)

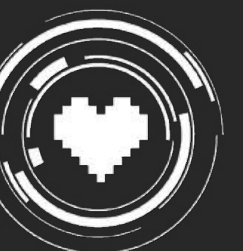
Mary Alice Delia (In Dedication)
Karen Sedoti
Taxi Lumm (In Dedication)
Kyra Canfield
Corey Jung
Nicholas Caraballo
Harrison Ansel White
Jane Kennedy
Hugo Genesse
Jennifer Berkshire
Tish Jennings
Martha Holden Jennings Foundation
Stimpunks
Emi Takemura
Bryn Orum
Joshua Tripp
Lauren Lumm
Cayne Letizia
Paul Perez
Ezra Friedlander
Matthew Thomas Fahey
Melissa Staley
Clint Conroy
Parvathi Sivaraman
Zaynab Baalbaki
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