

**Milton Reynolds** is a San Francisco Bay Area based career educator, equity and inclusion consultant and activist. His activism has been devoted to juvenile justice reform, law enforcement accountability, environmental justice and youth development. In support of these efforts Milton served 12 years as a commissioner on the San Mateo County Juvenile Justice and Delinquency Prevention Commission and was one of the founding members of the Racial Justice Coalition, an organization created to mobilize community in support of a law enforcement data collection bill to end the practice of racial profiling in California.

From 2002 through 2016, Milton served as the board chair of [Literacy for Environmental Justice](#) (LEJ) a Bayview/Hunters Point based non-profit organization focused on youth leadership development and addressing the legacies of environmental racism in the Southeast of San Francisco. LEJ is currently leading the largest wetlands restoration project in the history of San Francisco. Though no longer serving as board chair, he remains actively involved with LEJ.

Milton also sits on the advisory board of the [Paul K. Longmore Institute on Disability](#) at San Francisco State University. Part think-tank, part cultural center, the Paul K. Longmore Institute on Disability challenges assumptions about disability and differently abled people.

For the last 17 years Milton held the position of Senior Program Associate with Facing History and Ourselves. Prior to that, he served as a middle school Humanities teacher and Self Science instructor for the past 24 years, first at Nueva Middle School and later at Odyssey Middle School. Milton was one of the founders and the Curriculum Design Specialist for CoAction, an Equity and Communications consulting firm. Additionally, he was a researcher in the Stanford Integrated Schools Project, a Stanford University based research investigation designed to determine whether educators, by virtue of their classroom practice could reduce or eliminate stereotype threat, in service for creating identity safe learning environments.

Milton's background includes such varied and divergent experiences as being a youth counselor, middle school teacher, service-learning coordinator, tour guide, stand-up comedian, and a research associate at U.C. Berkeley and most recently at Stanford University participating in the Stanford Integrated Schools Project. Milton received his B.A. with distinction in Sociology from San Jose State with a minor in Communications.

