

## **Race and Oral History Course, U.C. San Diego**

Narrator: Lisa Santa Cruz

Interviewer: Daniela Sodr 

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**00:00 → 00:27**

**Daniela Sodr :** Hello, this is Daniela Sodre. I am here at the Barrio Logan College Institute, in Chula Vista. Today is May 29, and the year is 2022. And I'm going to be interviewing Lisa Santa Cruz for the Race and Oral History Project. Hey, how are you doing today, Lisa?

**00:29 → 00:34**

**Lisa Santa Cruz:** Hi Daniela, I'm doing very good. Thank you so much for having me and taking the time to do this. I am very excited!

**00:35 → 00:52**

**Daniela Sodr :** Alright, we're really excited to have you too. So just to start, can we talk about your upbringing? Like where you're from and anything special that you want to start sharing with us.

**00:53 → 02:15**

**Lisa Santa Cruz:** I lived in Tucson, Arizona until I went out to college. I am one of four siblings, from a single-family household. My father was actually incarcerated for most of my childhood and died when I was 13 years old. So my mom worked hard to be both parents and had help from family growing up. So, my mom actually just graduated from high school, but always instilled the importance of doing well in school. My Tata was also a very big part of my life growing up. He also only completed the ninth grade, but he always instilled the importance of education in not only his children my mom, but also in helping raise us. So, I always knew that college would be in my future, maybe not necessarily how, how I would do it that, but I

always knew it would be a way to, you know, a better life, and that's what drove me to do well in school. Yeah.

**02:16 → 02:39**

**Daniela Sodr :** Thank you. That's, that's a very good start. I appreciate you sharing about your parents. Even though they didn't have access to higher education they instilled that in you. And what about your neighborhood? What was it like growing up in Arizona?

**02:40 → 03:19**

**Lisa Santa Cruz:** So, I grew up, probably in different areas just because being in a single-family household it wasn't always, I would say maybe the most stable, in that sense. We did move around often lived with my Tata, so I would say that's kind of where I really grew up. And it was a very diverse neighborhood. You know low-income for sure. Yeah, so I think I grew up that way.

**03:20 → 03:29**

**Daniela Sodr :** And how did you? How did you end up moving to San Diego?

**03:30 → 05:13**

**Lisa Santa Cruz:** So, because I was born and raised in Tucson. I knew that in high school, that I wanted to try to go outside of Arizona for college. That was just something that because it's a little bit of a smaller city like, I just knew that I wanted to do that. So, I applied to the university that was actually in very close proximity to my high school. It was actually on the other corner from my high school. So I actually first moved to L.A. for college. I applied to four different universities and the one that I decided on was Loyola Marymount University, in Los Angeles. So that's how I first moved to California. I completed my first semester there, but I actually was unable to continue the Spring semester, just because of finances and the cost. So I went back to Arizona and attended community college there. Once I had the credits to transfer back. I actually, initially was planning to go back to Loyola Marymount, but I ended up transferring to another

small liberal arts college called Whittier College. So I transferred there and I graduated with a bachelor's degree in Business there.

**05:14 → 05:32**

**Daniela Sodr :** Wow! So you kind of had to go back and forth to pursue your education. What was the main reason that you feel like you couldn't make it in L.A.?

**05:33 → 07:46**

**Lisa Santa Cruz:** So I think, like I said, always when I was younger, you know education was such a priority and important, but I didn't necessarily have, you know, with my mom not attending college. I didn't really have the knowledge of exactly how to do it, and I would say in high school as well, my counselors weren't really helpful in that sense. It was really an aunt who helped. She actually lives in San Diego, and she was working at San Diego State. Like she went on the path of becoming a teacher and you know, received her bachelor's degree, master's degree, and then a Ph.D. So she was more of the person that helped with the getting to know exactly how to do it. But even though she was there to support she wasn't in the same place as me so sometimes I did learn some things the hard way, like the reason I wasn't able to continue at Loyola Mary was because there was different financial aid that you had to apply for and I didn't know that. So I decided to start there and hope that then after you know completing that application, there would be more money to do it, and that wasn't the case. So I think you know the learning some lessons the hard way is kind of what led to that, the kind of going back and forth. And that happened as well at community college, you know I wasn't the type of student that would continue to ask questions if somebody told me, you know, this is what you need to do, you know I thought I was getting the right information. And that wasn't always the case so. So I think those are some of the factors that contributed to kind of a path that I ended up taking.

**07:47 → 08:01**

**Daniela Sodr :** And I see that you, when you moved to L.A. you didn't have any family members besides your aunt, here in San Diego then. It also makes it more difficult, right?

**08:02 → 08:33**

**Lisa Santa Cruz:** Absolutely, I think. I knew that part would be tough because I am very family-oriented and close to my family. My family is definitely supportive in all the other ways. And so, I think sometimes that was, you know, harder than the academic part, was missing home missing family, missing out on events, or things like that. So there definitely was that, absolutely.

**08:34 → 08:39**

**Daniela Sodr :** And what was the feeling, going back to Community college?

**08:40 → 10:14**

**Lisa Santa Cruz:** Yeah. I think what I ended up doing was, so I was working as well to pay for school. There was a lot more affordable, but I was doing both, and I was working full time. So, I think I started to prioritize work a bit more than then school, it was a lot easier to do that at community college. So, as important as my education was to me, I think it was easy to make some mistakes, and in that regard, and not have the support of individuals, other than you know family asking like, "oh, how are you doing this semester?" or my aunt who knows a lot about those things. They weren't really individuals that I, you know, came in contact with are new you know at the community college. It was a little more like I was a commuter student. So it was very interesting in that regard, I would say, and I think that's. I think it actually was ended up being a good thing for me, you know it took me a little bit longer that was one of the consequences to transfer. So, I think, by the time I transferred, I really appreciated the opportunity a lot more. And really took advantage of the opportunity.

**10:15 → 10:37**

**Daniela Sodr :** I agree with you. What I have noticed is that a lot of transfer students, like me. I am a transfer student. Is that, we then come to the university much more mature. Moving on, what was your first work experience?

**10:38 → 11:15**

**Lisa Santa Cruz:** And so, actually after I graduated from, with my bachelor's degree I actually moved back to Arizona and I worked for the county, for Pima county. I worked with the assessor's office because then in high school actually while I was still in high school I worked part-time at a title agency. So, I had that experience under my belt and that was what helped me to then, you know, work full time once I had my degree.

**11:16 → 11:39**

**Daniela Sodr :** And, I see that on my research that I did you, that you went on to have your Master's degree, right? Once you decided to move to San Diego. What was the first, what made you move to San Diego? What was the first job you got you got here?

**11:40 → 15:59**

**Lisa Santa Cruz:** So so after about a year of working, before I finished my last semester at Whittier college. I learned about a master's program in sports management. And so that was in my kind of my future plans. I knew I needed to you know start working and then work towards applying for a master's degree. And so, the opportunity came to apply for a position at San Diego State University and that's where I initially intended to apply for their sports management master's program. So I started working, I moved to San Diego to work at San Diego State University in their college of education. And then I was you know, doing my research and looking into the actual program there. And so, once I started working there, you know, in doing the work and recruitment events and things like that I actually met someone a representative from the University of San Francisco, during a graduate fair that was held at the University. And so, I learned more about their program and it was just a little bit more tailored towards people

who are working full time and just I think the size of the school, and the staff that I had met and just the experience. I ended up applying to the University of San Francisco, and that's where I ultimately decided to attend. And so, much like other parts of my life, I think I started with this, you know, one plan in mind, and it didn't quite end up that way. But I actually didn't have to move to San Francisco. They actually had a satellite campus in Orange county. And so, I continued working at San Diego State and the program was structured so that it was like actually physically attending once a week. So my supervisor at the time, you know when once I got into the program, you know I let him know and kind of talk to him about you know, could I on these days. You know, go early to be able to commute and you know, to go to classes. So that's what I did. I would commute once a week to Orange County where there was the satellite campus and attended with a cohort of students, and so I really. It was a little tough, I think, looking back, it didn't seem so at the time. I just kind of did it every week, you know, driving up. And little by little, like with having classmates that that also lived in San Diego we would you know carpool, and so it became a little bit easier. And I think it was definitely one of the best decisions that I've made. Just because I think the program, it was such a great program and a lot of like amazing faculty that it was tough, it was definitely tough. But I think once I was done, and you know continued working I really saw the skills that you know I developed. I think that's one of the major differences between a bachelor's degree and a graduate degree, and sometimes that I like to share with students because you know, that's one of the major differences. It's in what you're interested in, you know, and you do it's you know smaller size classes and you just have these different opportunities, so.

**16:00 → 16:22**

**Daniela Sodr :** It's great that you almost got to live in another city in California. You get to experience all the cultures throughout the state. But, you did a master's in sport, where the next from? Like, where did that come from? Why did you choose sports management?

**16:23 → 19:13**

**Lisa Santa Cruz:** So, when I first learned about that there was such a program. It was really. I knew it was for me. I'm a big sports fan. I grew up playing sports. I was never the most athletic but I loved, you know playing sports and I think what it can teach you and the lessons you learn in that regard, but I just love watching sports. I really enjoy it. I think you know growing up, I would watch baseball with my Tata and it's something that I enjoy. So I thought: "oh my gosh there's a career that I can combine business and you know what I enjoy?" But much like a lot of the decisions in life, when I was at San Diego State, I actually applied for a position with the Compact for Success, which is an outreach program, where it's a guaranteed admission program with the Sweetwater Union High School district. And so I started that about the same time as my master's program and I did that because I started to see in the work that I was doing. "Okay outreach," like that's that could be a possibility you know, career option community outreach through support. Through sports, so that was kind of my ultimate goal, and so I thought you know the position along with you know the education would give me the ultimate skills for what would be my ultimate career. But, I think what happened is. I started to become a little torn between education, it was something that was important to me and I saw that could also be a career. That, I think, was one of the things that, again, wasn't something that I was exposed to at a younger age, and so I was just kind of figuring those things out like "wait? This could be a job?" I decided just to you know, complete the program because I did enjoy it and I saw the benefits to that and I just thought that will give me different skills, whichever route I take and so. So that's kind of how that came about.

**19:14 → 19:31**

**Daniela Sodr :** I love how - that explains why you're such a great team leader, and a team player as well. I think it connects with playing sports. So, do you play any sports right now?

**19:32 → 20:08**

**Lisa Santa Cruz:** No, not anymore. I actually after high school I didn't really play sports I was. I played basketball in high school and I actually got injured my junior year and had to have surgery. So I never was the most athletic or the most talented. It wasn't really something that I was planning to you know to continue. It's more, for you know, since then, I think, just more for leisure. And it's not something that I do.

**20:09 → 20:30**

**Daniela Sodr :** And you also have said, how you figure that you started to become torned between you know the career in sports management and the career in education. What was the moment that made you realize that? Did anything specific happen or it was just a series of things or was it more about your upbringing?

**20:31 → 22:20**

**Lisa Santa Cruz:** I think it was in the work that I did, in the outreach. It was a very small department. It was just my supervisor and myself. The other stuff we're actually college students, and so I had each semester anywhere from you know 10 to 12 college students that work part-time. And so, you know, in working there over the time that I did. I think, seeing the growth in those students and kind of the impact that I could have. So, not necessarily it wasn't you know, a part of my job, but it was kind of doing what others did, for me, when I was you know going to college or maybe also sharing with them the things that you know, people didn't share with me or the lessons that I've learned, you know the hard way. So I think that was what really, ultimately, made me decide. And I always thought you know later down the line, I can still combine the two. I completed my master's degree, I did my thesis on outreach youth programs in sports, and so there was one program in particular that that kind of combined sports in education called Reviving Baseball and Inner Cities, and so I always thought, okay, I will get the experience in education and combine the two at some point. That would be the ultimate dream job, combining both.



**22:21 → 22:35**

**Daniela Sodr :** Yeah wonderful, how are you like eventually sort of to find yourself. Then you continue with the Sweetwater School District, for how long?

**22:36 → 23:52**

**Lisa Santa Cruz:** I worked there for about eight years. And I think in that time it wasn't just working with us water district, I actually. As I mentioned, there was just myself and my supervisor, Dr. Murillo, it was his name. He was actually a retired community college administrator. And he was, you know you don't always realize that at the time, but a really amazing mentor that kind of pushed me to do different things that I hadn't done. Then, the work that we did require a lot of collaboration with other departments and things and so. I kind of did less of the behind-the-scenes, and more of you know a lot of the collaboration pieces, and he put me in a lot of those I think situations to do so, because he, you know, he was preparing me to essentially become him. I would say, and so.

**23:53 → 24:39**

**Daniela Sodr :** It's really interesting how you only notice that now later in life. How impactful that mentor was to you, and that just probably encourages you to be that. That mentor to others. What about the neighborhood? Like, how is Sweetwater? For those who don't know about that area in San Diego. And how did that, how could you, how did you relate the region you're working with, with like, perhaps, with the region you grew? Did you find any similarities or differences? What were the main contrasting points between the cities? Because you stayed there for a long time!

**24:40 → 26:05**

**Lisa Santa Cruz:** Yeah! I think it was very similar. The Sweetwater Union High School district is the largest seventh through the 12th-grade school district in California and the most diverse. And that's a lot of what it was like where I grew up in Tucson. And the high school I attended

was very big high school. So I think in that sense, it was easy to kind of relate and know and probably understand that. You know, in certain schools, there were probably students, just like me where you know they didn't have those counselors or mentors to tell them about these opportunities. And so in that way, it was very easy. I think I learned a lot more professionally in terms of, you know, how the school districts function and sometimes some of the dysfunction when there are you know administrators are things that affect, you know, student opportunities or things like that.

**26:06 → 26:26**

**Daniela Sodr :** Yeah! You were saying how there were a lot of things that may relate to the children. And I think that's very important when you're working in education, being able to have that piece of connection, right? That makes it easy. But what, did something that make it harder?

**26:27 → 27:22**

**Lisa Santa Cruz:** I think, I think the actual school district, there were a lot of male administrators and I had had a lot of male supervisors in my previous positions and never really. I thought that there wasn't anything different than you know, having a female supervisor, but I think in working with some of the administration in the school district. I would notice the difference in the interaction with my supervisor versus me, no matter how much my supervisor deferred to me for things. I think I did absolutely notice some of that in working with the school district.

**27:23 → 27:37**

**Daniela Sodr :** Did that ever just really discourage you or did the opposite? It just kind of encouraged you? How did that affect your work, like the gender you encountered?

**27:37 → 28:25**

**Lisa Santa Cruz:** It definitely did not discourage me. I think things like that tend to encourage me and fire me up, even though you know, I may not seem like it. And I think because I had

always had the support of, you know, male supervisors and never, never really experienced that. I had kind of that foundation of knowledge. I don't need to question my abilities or anything like that, like, I know what I bring. And, my supervisor did, so for me, that was more important honestly than what people that didn't take the time to know.

**28:26 → 28:37**

**Daniela Sodr :** And where did you go from there? How did you end up applying for the job or working to be at the Barrio Logan College Institute?

**28:38 → 32:12**

**Lisa Santa Cruz:** I think before it before I actually left San Diego state in kind of the later years, while I was there, we started some new programs, in addition to what we were doing with middle and high school students. We started a peer mentoring program for community college students. You know, by applying for grants and partnerships and so there was that that we did, and again, for me, it was something that was easy because I remember being you know that community college student and had a lot of great students that helped with getting that program started. And then we did the same kind of going backward, and you know there are students in the Chula Vista Elementary School District, that is a feeder into the Sweetwater District. So we started a kids to a college program in some of the schools there. And so that again as you know, thanks to my supervisor and all his experience. Seeing how important that was to not only continue the work that we were doing but how to further improve it with other programs. And so through some of that work and being on, you know, leadership councils at the university. I actually helped chair the Latino Advisory Committee at San Diego State that the president had been hosting. It was Lewin Nye at the time, who helped chair that committee, and again he had a lot of connections in the San Diego community and education. So I got to meet a lot of different people in different, you know, other sectors in business or organizations and one of those people was Jose Cruz, who at the time was the CEO of the Barrio Logan College Institute. And so, after

years of facilitating that committee and getting to know him a little bit, some of my students my college students graduated one of them applied to for a job there, at the Barrio Logan College Institute. And so I got to be a little more involved with the Institute that way with you know, having college students volunteer there or do things there through those relationships. And so, when the time came for me to leave San Diego State that was how I came to the Barrio Logan College Institute. I started part-time, working in Chula Vista actually. So I started working part-time with the program that had just started in Chula Vista. It was in its second year. And so yeah, that's how I got to BLCI as an employee.

**32:13 → 32:20**

**Daniela Sodr :** Ah, so you were actually connected to one of your students, besides also through knowing Jose Cruz!

**32:21 → 34:23**

**Lisa Santa Cruz:** So was when it actually started, the Chula Vista was going into its second year. When it first started, the year before it was just the first cohort of students of 20 third-graders. So by the time I joined the organization, it was now two classes. One third-grade class of 20 students and a class of 20 fourth-grade students that had been with the program the year before. And so that's where I started, and I actually started, you know, very quickly, working with students, even though that wasn't the original plan with students, and started helping support with the parent program. And, and so it's kind of interesting when we started then we actually were on the campus of elementary school, Castle Park Elementary. And so, we didn't really have a space, it was more of we shared our workspace with the partner on the Promise Neighborhood Friends of Community Services, and then we would go throughout the week when we had students for tutoring and workshops. We would have parent meetings, you know, the in the cafeteria at the elementary, and go on field trips, you know. So it was it was a small cohort when I first started. And then each year 20 new third-grade students would join the program, and we ]

would continue following the other students. And so that's how it actually started. So I wasn't there since the very beginning, but very early on and had the opportunity to see a lot of changes and, and growth along the way, and my role has changed along the way, as well.

**34:24 → 34:29**

**Daniela Sodr :** It was so early on, that you didn't even have this space! [laughs]

**34:30 → 34:48**

**Lisa Santa Cruz:** No, we just had like, one desk that we shared for our day-to-day work, you know, sometimes we would work more from the Barrio Logan College Institute site, just because of that, so. [laughs]

**34:49 → 34:54**

**Daniela Sodr :** You know, throughout this, correct me so it's been 10 years?

**34:55 → 35:09**

**Lisa Santa Cruz:** We're actually finishing up the ninth year next year will be 10 years since I started. Next semester, will be the start of our 10th year. And the first actual cohort of third-graders will be twelve-graders next year.

**35:10 → 35:39**

**Daniela Sodr :** Okay, so let's talk about because there are two things. That is one, you, of course, have been growing and changing as a professional, but then you can actually see the kids and their family also grow into the institution and now see them, you know heading out to college. What were the most special moments or memorable moments that you have had with this cohort?

**35:40 → 38:51**

**Lisa Santa Cruz:** I think, there's a couple that comes to mind. One is just seeing the first third-grade class who will be 11th graders next year. The back class students is, you know, I would say about 80% of the original students. That has been pretty amazing I would say to see

them go from third graders and helping me, sometimes with knowing things and and and being very supportive in you know being new to new staff and whatnot. And also, I remember some other parents during some of the first parent meetings that I was a part of, and there was one parent in particular that I remember was very appreciative of the support that I would give his student mentoring during because he's sometimes required a little more individual in reminding. So I think that's one memory that, you know. It just helped me realize what an impact I could make compared to you know the previous position, it was a lot more individualized and you got to see the growth. And so, and then I think one of the more recent ones is, we also had a club that we started when we move to the middle school. We're now located on the middle school campus and we have our own space. And so that was kind of a big change and a good chance, you know. We got to create kind of our own BLCI I you know, on that campus our own space that was you know where the students could come during lunchtime. And when they came after school that's where parents knew where to come and you know, so I think. In doing that, we added a club for the middle school students to serve more students. And so that club started with seventh and eighth-grade students and those eighth-grade students are now seniors this year. There'll be graduating this week. [emotional pause] Sorry just give me one second.

**38:52 → 39:02**

**Daniela Sodr :** Take your time. It's a lot to tell, and I cannot imagine how appreciative they are of the good work you have done.

**39:03 → 42:33**

**Lisa Santa Cruz:** You Know. it's like sometimes a little surreal I think. To realize I've known a lot of the students and families that long." But, also, that II just continued to be in all of them, and I think, where they are. You know and thinking about where I was at that age and they impressed me, you know they are what. I think it continues to drive me and motivate me when it. You know might get a little tough or a little tiring or you know balancing work life and persona

life, you know it, it never seems to fail, that something happens that that just. it's almost like they know you need it, and so I think one of the like I said, the more recent memories that come to mind is. One of the eighth-grade students who started, you know, in the club now a 12th grader. You know, they've been going through the application process and, you know, doing a lot more in terms of you know, networking and you know starting to practice for her for college basically and just in those conversations. I think I have conversations to sometimes help me in making sure that I'm, you know, making the right decision sometimes our I'm on the right track with what I think you know. We should be doing or where we should be going in terms of overall programming and how important things really are to them not just my perception, and so I was talking to Georgia about it. Like, how important is it that you that we have one space, you know, we have some borrowed space that was used for some programming, but we at least have one space that is ours that. You know they know that that's where they can go and her response, it just it kind of solidified have Vernon was you know she shared that when she comes to to the classroom or CDC is what they call it. That that everything else just kind of stops and she feels supported, no matter the path that she is is going to take, and so I think that's one of the very recent ones that just reinforces that how important it is, you know something that might not seem so important to others, is just having a space having a consistent space that's ours and relaying those things to you know whether it's the BLSCI leadership the school administration. I think and just their appreciation month not only just reinforces but just the appreciation from students and their families.

**42:34 → 42:52**

**Daniela Sodr :** That are the challenges that you have seen the kids face throughout the years, and how that has affected you too? Because that is so much you can separate from your work and your personal life, right?

**42:53 → 46:23**

**Lisa Santa Cruz:** I think sometimes the challenges that students are having. You know, they're the same challenges, they don't really change. It's not usually the academic part of things. It's usually you know, something going on at home or maybe just internally because of things like a pandemic, you know, that really. was difficult for you know for everyone, I think, and you know you can't really prepare for that. And even though it's been, you know, three years now, I think there's still kind of challenges that students are barely realizing or kind of recovering from or, you know, like real life is still happening, you know, like some families. You know the struggle of just financial stability because of, you know, not being able to work. And so I think that sometimes is it's a little bit hard to remember you know, what you can and can't I guess fix I think sometimes, all we can do is like try to ask the questions so they feel comfortable to share with us so that we can you know share the resources that can help them we can't do everything ourselves. So, but it's just that having that relationship with them and communication, so that that you can take some of the burdens off of them because I think that's really what changed. It wasn't so much about, you know, the focus of workshops, the students, or the focus of parent meetings, you know. It was more of like how are things going like what challenges are happening, how can we help you know. So I think t's it changes throughout the time I think that's probably. The most difficult and so. But I think in in all of the challenges that you know they hear from you know students parents even stuff honestly. Is just, it's never easy they don't think, there's a reason. You know, there are programs organizations like the lci because it's not easy. Especially for certain underrepresented groups that I think it's just again, one of those motivations of why we have to continue to ourselves be resilient, and creative, and resourceful, and all of those things because. you know that's kind of what we are really there for.

**46:24 → 46:36**

**Daniela Sodr :** We look forward to seeing it grow! That's for sure, that's for sure!

**46:37 → 48:19**



**Lisa Santa Cruz:** I love seeing them. I think we receive that as well in the parents, little by little, and so I think, that's another thing i'm really proud of is you know, seeing that their parents grow alongside the students we've actually had a couple of parents who have decided to continue their education and so I think hat's another area that. You know, it would probably I would say, I would add to the short-term goals is you know sharing that and continuing to highlight those things. So that we can continue to grow. I think the last thing I would like to share, maybe just share is just. Just Overall, I think you know, one of my favorite things about working At BLCI is just The continuous learning opportunities, but that doesn't seem to change. I truly enjoy that, and I think I thrive in in kind of that. But it helps me to. be able to. You know, support the students and simultaneously, learn from them. I think I thin that's just what continues to you know inspire me and drive me and see them doing the same thing so.

**48:20 → 48:46**

**Daniela Sodr :** That's great that you can tell them that they're also part of your learning experience. And I think that just gives them even more it boots it boost their self esteem, because they also know they're part of your girl. it's a way to make it even more special. Now is there anything else you want to share with us before I conclude our interview?

**48:47 → 50:23**

**Lisa Santa Cruz:** One thing that can kind of sum up both the professional and the the personal that I remember from you know writing a personal statement that I think. Kind of is the perfect quote. I'm a person that really likes quotes if they motivate me. So, and I think it's true of. You know, for myself for students. For the organization and just you know, like as being professional. So it's a it's a quote from Eleanor Roosevelt, and she went said, "*one thing life has taught me if you are interested you never have to look for new interests they come to you. When you are genuinely interested in one thing, it will always lead you to something else*". So I think that kind of sums up. Not only my personal but professional journey. I think it's one of the factors that

even in stuff, curiosity, and just wanting to be a lifelong learner is something that I think is a big part of success, no matter who the person or their journey.

**50:24 → 51:01**

**Daniela Sodr :** Now I need a break! [laughs] Thank you so much. We really appreciate pressure, yeah and this concludes our interview. And today is May 29, and the year is 2022. My name is Daniela Sodre. And this is the conclusion of my interview at the Barrio Logan college institute with miss Mrs. Lisa Santa Cruz. And so, thank you all for your time.