

BUILDING JUSTICE PODCAST



CRISJ Building Justice Podcast

Season 4, Episode 2: Woman Leaders! A Plática with the Leaders of the Serna Center and Dreamer Resource Center

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Guests: Juana Zaragoza, Program Director, Serna Center
Kimberly Gomez, Program Director, Dreamer Resource Center

Please note: This transcript may be imperfect. Please contact Victor Rodriguez Tafoya (victor@rodrigueztafoya.com) directly should you have questions.

Music lyrics:

Company under construction, the function, justice for the human family we demand it. Justice, true freedom, equality is a must. Thus, decolonization of the planet. So bust this. People be the power now we're Building Justice. Pulling out divinations, now we're Building Justice. Welcome the planet to the Podcast, "Building Justice," "Building Justice," "Building Justice." Building is to add on, or to do away with.

TRANSCRIPT:

Intro: Music

Victor: Welcome to Building Justice, a podcast by Sacramento State's Center and Race, Immigration, and Social Justice. We explore critical issues affecting our communities with hopes of creating a healthier and more just world. And I'm here with Juana Zaragoza and Kim Gomez, both coordinators, program coordinators at Serna Center. Juana with the Serna Center and Kim Gomez with the Dreamer Resource Center; Welcome.

Juana: Mm-hmm, yeah, definitely.

Victor: And I want to take some time into this episode to introduce the work that you guys are doing at the Serna Center, both in your position, but also in the conversations that are happening

with the students that you guys serve, especially those with mixed status that might be under a level of stress, a level of fear after the recent election and talks around immigration.

Audio Sound: U.S. Border Policy is poised to undergo a dramatic transformation. Trump Administration is getting ready to enact sweeping changes to immigration policy. President-elect Trump's campaign promise to carry out a mass deportation. Today, one-hour launch, the largest deportation program.

Victor: These are statements by the President-elect, a topic that national media continues to cover; and before we jump into the conversation, can we get some context into the work that you both do at the Senter Center and the Dreamer Resource Center?

Juana: Thank you, Victor and the CRISJ team. I am very happy to be here. My name is Juana Zaragoza. My pronouns are she, her, and Ella in Spanish, and I'm the Serna Center Program Coordinator. For folks who may not know, the Serna Center is our Latine Resource Center here on campus. As a Hispanic-serving institution, we support close to 40% of the student population.

Kim: Hello, everyone. My name is Kimberly, but everyone calls me Kim Gomez, and I'm the Program Coordinator for the Dreamer Resource Center. My pronouns are she, her, and Ella, as well; and, yes, we share the space with the Serna Center; so we closely do a lot of collaborations and connections. I'm also on the board of the Chicax/Latinx Faculty and Staff Association, and partnering with the Lantana Mentoring Network, Juana as well; to try to get that back u and learning; so, we're involved in several aspects of the meeting.

Victor: In the time that you've both been in your roles, tell me a little about that harmony that is within the doors and walls of this Center and how this fosters a sense of community to students.

Audio Speech: So, it's like a home away from home. You feel very welcome. You don't feel like you're alone or anything.

Juana: We are very aware that our students have intersectional identities. Specifically, between the Latine and the undocumented community, there is a bit more of that overlap. And so, ...

Kim: we don't want to further the stigma that all undocumented people are from Central America, like our Latine, because we know that that's not true. But a majority of the folks that are part of the documented community are. So, I definitely see the intentionality that folks had, you know, eight, nine years ago, and this was established to put us together to share a space.

Juana: But I think, you know, moving forward, maybe that's a change that can happen, but we also need to each have our own individual spaces, and we can really cater those spaces to the identities that we serve. So, going back to your question about collaboration and community, Kim and I both work very well together and closely, and our events tend to be collaborative events, and a lot of the students attend both, for example, Cafe Conversacion, the Serna Center & Dreamer Resource Center's Career Exploration Series, on top of also attending Dream Connections through the DRC on Tuesdays, right? On Mondays. So, we have a very, I would

say, family-oriented environment here. The students know that when they're here, they're safe, and there's going to be a welcoming space for them. And we try to, you know, have our programming also model that safety and wellness and just holistic approach.

Victor: In an interview, I did a couple of years back, Lilia Contreras Ramirez, who was leading the Camp Center, described it almost as a literal university, a small university within the campus.

*Audio Clip: I've met most of the people I know now from here.
We describe it as a campus and university within the university.*

Kim: Yeah, I can add to that; We have had several students, staff, and faculty talk about RFC and Riverfront Center. Because that's what this building is called. It's called Riverfront Center. And it's housed by DRC, CERNAA, CAMP, and also HEP. But HEP is usually here on Saturdays. And so, it's predominantly Latine. It's just predominantly Latine. You'll come in one day and there are students playing guitar. I can guarantee you, that anytime you walk by, someone is speaking Spanish. Almost everyone who works in this building is a part of the Latin community. So, I can see how we're like a little, we're, just this building overall, where, like Lilia said, like a little mini university because you can come into this center and we'll have an ally like Luis Cortes, who was a graduate student, and now he's an academic advisor. And I guarantee you come here every day to visit us. So, we have created those relationships with also people like Jose Gallegos from Financial Aid, who was a camp, who was a camper, and like Kayla Johnson, who worked in camp, and now she's over with Greek Life; and so, we've been able to create all of these relationships with folks across the university. So, if they come to RFC, Riverfront Center, they can get their academic advising done. They can meet with the peer mentor. They can get free snacks. They can meet with Juan and I... We have an emergency grant, so then they get those services. So, they can come here and get almost everything done in just this building.

Victor: Talk to me a little about intersectionality and the term, make mixed status.

Kim: Yeah.

Juana: -And you can definitely answer the mixed-status question.

Kim: Yes. So, I come from a mixed-status family. The definition of someone who has mixed status is one where there are different legal statuses. So, for example, I'm a US citizen. My dad has been undocumented for 33 years, and my mom just got her permanent residency a year ago. So, in just my family, we have a permanent resident, an undocumented individual, and a US citizen. So, that is a mixed-status family student where you're coming in with different statuses; and so, being mixed status is very unique. A mixed-status student, for example, had a lot of trouble filling out their financial aid. This past academic year. I'm not sure if you heard about all that drama, but if your parents were undocumented, you were not able to submit your class application literally five days before the deadline. So, we had several students. We had over 80 students who came into the center in one month who were mixed status. So, I think the demographic that we see, we see with intersecting identities, first generation, low income, students of color, mixed status, and all these intersecting identities affect the way that they just interact with the university.

Juana: Yeah, I think, you know, even within the Latina community, there are so many intersectionality. We have students who are part of the LGBTQ-plus community who are also, you know, Mexican or come from a, sometimes a multicultural family background too...we have students who have disabilities.

Kim: Yeah, disabilities.

Juana: We have students who are part of the MLK center, but also part of the SIRNA center. So, there's just so much intersectionality within Latina that, and then you compound that with also intersectionality with statuses; right?! So, yeah, we serve, I would say, a very diverse student population on multiple fronts.

Victor: Speaking of diversity and how diverse our communities are, we've seen a lot of, let's say, worrisome or tension after the recent election. What kind of messages are you seeing from students or worries that are brought up and how are you working to mitigate any tension and anxiety that might be among students?

Juana: Yeah, definitely. That's a great question. We had a very quick response the day after the election. There was a feeling there was a tension as you mentioned, where we didn't know what the outcome was going to be, but we wanted to be prepared; and so, collaboratively through the SIRNA and the DREAMER Resource Center, we held a community circle here in the space, very well attended. We had a lot of students, staff, and faculty who came out and wanted to be in the community, wanted to express their concerns and just be in a space where you don't have to explain all the background for people to get it. Right, so we are very grateful to Dr. Maria Fépane; so over at Student Health and Counseling who facilitated that session. And I think it just goes to show that our students are aware of the centers and they're aware that we are here to support them and to be that space. I don't think that it took away their immediate concerns because it's very scary to realize that maybe by January, you know, things are going to drastically change. I can speak for myself. I'm a DACA recipient, and there have been conversations about eliminating the program. And so that fear is very real, and it's not something that, you know, the community circle can help me with like in a tangible way, right? If the policy were to move forward, there's not much we can do; but we can be that space on campus for students to feel safe, for students to, you know, participate in workshops that the DRC has led on knowing your rights and just being as prepared as we can be.

Kim: Definitely to add to what Juana said, I appreciate the collaboration that Juan and I have and just the relationship that we've been able to develop these past two years. Because it was a very smooth trend. Like, I want to add enough of the word smooth transition, but from one day to the next, we're like, we made a flyer, we reached out to people, we got a therapist that is culturally competent to the community that we serve. And so, we, you know, we hit all of these points in a matter of hours; and on top of that, we had immigration lawyers from CHRLA Lawyers, so they've been here three times over the past two weeks to ensure that our communities are being served and their answers are being questioned; so yesterday we had immigration lawyers here because I realized that a lot of students, staff, and faculty, maybe just didn't go to work or didn't go to school. We had over 15 student walk-ins, student and staff walk-ins, and faculty walk-ins who just had questions. I think something else that we've been able to do, like Juan has said, is to

know your rights workshops. We're going to continue doing that and the DRC is going to be adding policy briefings with CHIRLA and the Field network, and those policy briefings are just to update folks here in the community on Zoom and in person on what is going on.

So I think definitely like Juan has said, some questions that people have had these past two weeks, the biggest one has been around DACA, the average age of someone who has DACA is 25 years old. A lot of the students that the DRC serves that are 25 years old tend to be students in master's degree programs, you know, doctorate degree programs, or our alumni, so a lot of those students have had questions about, well, what do I do after I graduate with my master's degree? Like, what if DACA is not available? We've had a lot of students make status students ask about natural war and citizenship because the Trump administration has been putting a lot in the media saying that they want to remove citizenship from those who have undocumented parents, like me. So those are just two of the most recurring questions that I've seen these past few days. Also, just to mention Sac State back in 2019 enacted a policy to protect undocumented students, staff, and faculty. So, if like anyone, like the police, ICE agents call the university asking about anyone, we can't say anything. Like we cannot say anything. That's the policy, and the good thing about Sacramento is that it is a sanctuary city; so, Sacramento State is also just a sanctuary as a university. So, ICE agents like immigration, can't come onto the campus. If you see anyone that comes onto the campus, you're supposed to report it to the Sacramento state police department so they can talk to them.

Victor: If either of you can expand a little bit about the importance of being culturally competent. And I think among our community, very well culturally rated, where we understand sort of like, you know, we know how to put our shoes ourselves in somebody else's shoes. And kind of come at the "*acomedido*." How do you describe cultural competence to someone who maybe hasn't had the live experiences that we've had?

Juana: Great question... you know, I think we tend to think of cultural competency as you must have lived through the experience to fully get it. And to an extent, I would say that's true, but I do know that you know, you can become a culturally competent person. There are a lot of just like innate biases and prejudices and just, you know, stereotypes that we carry just through our own lived experiences and, you know, maybe the way we grew up or where we grew up and who was around; so, you can become a culturally competent person. I think in working with the students that we serve, it's very important that if you are someone who we are bringing in to address the situation you are already culturally competent. I think you do more damage to students when you are coming into a space and you're not fully understanding of the complexities of the situation, and the community... and so I don't know that I have a very clear definition of what that is, but I do know that it's, you know, it's a work in progress or trainings or certifications being with the population that you're wanting to work with and talking to them, listening, not applying your own situational experiences to that. I think that's the first step.

Kim: I agree with Juana, and I think it's a lot of lifelong learning when you want to be culturally competent. And I think we strategically chose Maria Fe for example, because she has done, she has done *Como se llamaba*?

Juana: Voz Latina

Kim: Yea, which was like mental health, like a healing therapy session. So, we have already partnered with her. She's already met with her students in the past. She knows about their undocumented status and culture. So, she has been able to develop that cultural competency with our community, with the undocumented community, with the Latine community because she's like a strategic partner that we've had. So our first thought was we're going to choose her over, you know, over like going directly and just calling the well and saying just send anyone you have, because they just send anyone they have and they come into a space they have never been before; they've never been before. And they haven't, you know, maybe met with the students or I think that's where it connects to what Juana said, it may create more damage. So that's why we were very strategic in who we chose to come into space, especially at such a delicate time.

Victor: Some words come to mind from Maya Angelou. Words have meaning. Yeah. How important is it to have the prop, not only the proper approach but the use of language that is going to foster a sense of trust?!

Kim: I 100% agree. And I had several students after that community circle, like what's her email. What is her email? How can I talk to her individually? Like, what can I do? Because I think she just brought in this great, like persona. She's just such a great person...and I think throughout the entire community circle that we had, she did like what Juan said, she didn't put in her opinions. She did it. And she just created a safe space for everyone. So, connects with that.

Juana: and, you know, working with and being a part of the undocumented community, you know that there are harmful, words dehumanizing words that we, Juan, never use in the space. We don't believe in it. And so just again, when you know that there is also a way to correct folks who do use those terms, maybe unknowingly. I have students who have described themselves in using that language, and there has to be a way for you to almost tell them like, hey, you know, that's maybe not the word we want to use. And that's not the word we want to use when we're, you know, at large, when other folks are listening who could be, you know, it's just a very sensitive community and a very sensitive culture that we try to maintain here.

Victor: and personally, I think I've experienced how open students are for feedback to learn new ways to describe something about the approach of conversation. I will run the students talking about disabilities visible in the visible. I challenged him about, okay, so what's the abilities for you? in a very respectful way, and he was very open to listening and learning something new.

Juana: I think that was very valuable to also see that on there. I think that's the best part of the job is to, you know, build these connections and these relationships and oftentimes very like personal relationships because you become a not only a resource but a confidant to students; and so, I can give an example of working with my student's staff. I have a few of them who I've known since they were freshmen, and I've been able to see, I think, working in these equity spaces. It's very difficult to not develop a like social justice mindset, right? And so, to see them become leaders in their own right, I think for me, that's the best part of the job.

Kim: I agree with Juan. I the best part of the job is seeing the students every single day, seeing them grow in their profession as students, and becoming advocates. I think a lot of the students,

especially working with undocumented students, I've been able to see all of the students, students come in like, Juana said, some will call themselves like the I word; some will call themselves the A word as they like, I've seen students come in calling themselves these really horrible words and we have had to have conversations with them and tell them like, no, you are a person and you belong here and we want to hear. And you were just as hard as everyone at this university. Like you are a college student and you're on your way to graduate. So, it's been great to see all the students grow and become advocates for the undocumented community, for the mean status community, because I think a lot of the changes that have been happening around the institution often come from student voices. So, it's great to see the students asking for things and pushing for things. And yeah, hopefully, we continue to see them, and we see them gradually.

Kim: Significantly, we're having this interview and the always what the conference room, you know, since the 60s, which kind of movement and as time, you know, moved on 80s, 90s, where we see no of this movement to have California, to be the state that it is and those gatekeepers of information loss, et cetera. In a way, you both are those gatekeepers as well. How do you guys embrace that responsibility, and how do you see yourself moving forward?

Juana: Yeah, another great question. I think it's a very big responsibility. It's not something that we take lightly. We are the only full-time staff at each of our centers. So, we have been leading not only programming for students, so, you know, events and services and all of the different initiatives that we develop, but also with that comes the responsibility of how am I going to fund the center and how am I going to be able to continue doing the work that I do. So, there's a lot of grant writing that comes into play, developing partnerships on campus and off campus, really leveraging like all the support that we're able to bring in so that our job as a full-time, as the only full-time staff members. It's a bit more sustainable, right? So, it's a very big responsibility. I don't think that it should be on the shoulders of just one person, right? There are many support systems at the university that we can tap into. There's, you know, the faculty and staff association. There's the Chicana Latina mentoring network that we are both on the board for and are working to develop. So, it's not only, you know, the students, but also staff and faculty that because we are a community, we're our little ecosystem. It's a big responsibility, but it is also something that we need to investigate where the institutional support is happening for us to be able to continue the work and grow. If the students don't know that we're here, what are we doing? Right? So, where I see, you know, my path going is I'm currently part of the process for the SERNA director position. I hope things go well, and I can, you know, become the director of the Serna Center, and that's the first step to creating a developed team that can fully address student needs. So, I would love to see a center that is fully staffed, that has a director, that has a program coordinator, that has an outreach person, that has an advisor, someone where, you know, the centers are right now, they are. Right now, they are hubs for students to come in, connect world community, and really get those services and, you know, the programs that we offer; but I think that there's more that can be done for us to be a fully fleshed out center that addresses those services where it's not just students coming in to meet with the one full-time staff person about financial aid and advising, there is actually an advisor in the center that can give you that tailored experience that has the full knowledge to be able to help you. Same with financial aid, I think that's the direction and the vision that I see for the Serna Center, and I just, you know, I want to push for us to have a more central location on campus and be able to offer more robust programs and services.

Kim: Oh, my goodness, as Juana said, most, most dream centers, most and docu resource centers, not all, but most have only one full-time staff. At Sacramento State, almost every cool track academic center has only one full-time staff. They're working on that because right now they're hiring a director for every single center, and so with that, I think over these past two and a half years that I've been in the position, it has been amazing. I have learned a lot. I never have a chance to take a deep breath because it's just such a big community that we serve. We're not only serving students, students and staff and faculty constantly reach out to us. The DRC this past month has presented four master classes for master's in social work and master's in counseling. We've presented to four classes. So that's serving the students serving college of ed, serving, you know, different aspects, but aside from that, you know, then we get asked from the community for college tours and for presentations. And I'm getting asked from community college and new but in Woodland and Sierra. Well, here are all my transfer students Kim. What are you going to do about it? I'm like, okay, great. I love you all. I'll take it all. But being the only full-time staff, you see how I'm talking like there are people from undergrad and master's level and doctoral level that are reaching out to the DRC, and then we have all of our outside community colleges that are reaching out to the DRC. And then we have all the current Sac State students that are also reaching out to the DRC. So, I think that it is a big responsibility; I agree with Juana, I'm looking forward to the future and the center having more than one full-time staff because I think I can give something 100% because there are 10 other things that are calling for me. I'm currently a doctoral student as well. So, I'm hoping that I'll be able to go to that very soon, two and a half years, and maybe director and one day the vice president of student affairs.

Victor: Nice.

Kim: Thank you.

Victor: I love that. And speaking of, I want to celebrate both of you guys, you know, success and mentorship for other students. How do you guys empower those students as you guys continue escalating? There's somebody that's going to feel in your shoes. How do you mentor?

Juana: For me, my mentoring approach is building that one-on-one relationship. I think if you can sustain a relationship with the student, they're more likely to not only come back but come to you with their, you know, whatever issue, whatever administrative hurdle, even life concern that they have; so, I have students that, you know, will come in, will meet with me and have a question, and then we check in and I ask them like, well, how are you? How's, you know, obviously we want to be, we have that holistic approach when we want to make sure that they. That their housing secure that they're, you know, have access to food. So, there's, there's a way to ask those questions and build that one-on-one relationship and I think that's what keeps students coming back, and yeah, like I mentioned, I think. I started off as a dream leader over at the Dreamer Resource Center. Back in 2017, seven years later, I'm celebrating my two-year anniversary of being the program coordinator. I was one of those students who received that mentoring through, you know, professional development under Dr. Viridiana Diaz and Dr. Eric Ramirez. But also, they made it a priority to check in with me as a person, not just as a student, not just as a worker, but as a person; and so, I think that's what makes the difference is that I'm able to build these one-on-one relationships and get students to have that sense of trust. I mean, it's really nice to be able to know of opportunities that are coming up in the community,

scholarships, jobs, whatever it may be, and have a pool of students that I'm like, well, I know that; Jennifer would be great for this and Mark, would be amazing for that, and I'm going to connect you. So... Yeah, I think that's, that's my approach and I want to be able to give the chance that I got to just someone else.

Kim: I definitely connect with Juana. I have 10 student employees. So. And I'm the only full-time staff. So, something that I've learned quickly is to be a democratic leader. I love to ask the students what their opinions are. What are their thoughts? What are their ideas? Because they're the ones who are going through financial aid, are going through academic hardships and are seeing the hurdles firsthand. So, I love to involve students in the conversation. I'll say, what do you think if I do this? What do you think if we change this or the students feel comfortable enough to come to me and say, this is not working, Kim, or I think we should change this? I have an open-door policy. So, my office door is always open. And if my doors close, they will knock and open the door. So, I think that's the relationship that I've been able to develop with the students and not just the student employees, but all the students that walk into the center as well. Students will just, they won't even check in with the front desk. They'll just come straight into my office. And I think that's the type of relationship that I've been able to develop with all of them. I love to be welcoming, and Juana said, check in with them. Like, how are they doing? What are their academic goals? What are their career goals? But also, like, what's going on with family? Because within our communities, family is a big deal. Most students will say when my parents cross the border, I'm doing this for them; or they'll say, well, I come from an immigrant background and I'm the first one to come to college and my parents want me to be an architect, for example, so I understand how important family is to students. So, I always like to ask them, have you seen your mom? Have you talked to your family? Have you reached out? So, I'm kind of nagging them, but in a loving way. So, I think that's an approach that I like to take with students. I like to have them involved in all conversations, even during one-on-ones. If I'm talking too much, then it is not a successful conversation. They should do most of the talking.

Victor: Before we close, I want to talk about self-care. How do you both practice self-care and all those fun things? You know, we're out of your energy throughout the day of the week.

Juana: Yeah. You know, I wish I had a better answer to that question. I wish I would tell you that I am consistently good at self-care, but I don't think that's the case; and, you know, I think that happens, and that's the case for a lot of people, not just me, but this job is very rewarding and fulfilling and a lot of different aspects and having those relationships with students and with staff and faculty, and I think it's all very rewarding and heartwarming at times, right? So, there is the other side of it. That is why we as the only full-time staff members are going to hear that a lot. It can be very stressful. There is a lot to do and only one person wearing many hats. Sometimes you want to avoid that burnout by doing absolutely nothing.

Kim: Yeah. I love to do nothing.

Juana: I love to plan to do nothing. And I'm like, okay, I have four hours when I get home. I'm going to do absolutely nothing. That's not the healthiest way to cope. So I also am trying to, you know, take advantage of our beautiful campus and the trees and take as many walks as we can. Why don't I go and walk for a quick?

Kim: Yeah.

Juana: We try to do our loops around campus quite a bit. But, you know, I also think that's a responsibility like for when you go home; and I am very grateful to be in a situation where my home is my, you know, the place where I can completely unwind and it's completely my space and I can do nothing if I wish to or, you know, watch a movie color.

I have been into coloring lately. There's these books with mindfulness patterns and you just, you know, put on a podcast color a little bit. I have a small dog too. So, we go on lots of walks. So long story short, I'm not the best of it, best at it, but it is something that I'm trying to improve; and I think practicing self-care with someone like Kim, with our coworkers, with our students taking those walks on campus; and yeah, just being understanding that life is going to happen and there's going to be a lot of things happening at once. But if you don't take care of yourself or, you know, keep it out of place that it's manageable, then you're just going to need to burn out; and that's definitely something that we want to avoid.

Kim: This semester has been very unique for me, Victor, because I am going into my third academic year as coordinator. I just started the doctoral program here at Sac State and I just started a new. Job at America River College. I'm a counselor there in the evening because they close at 7 pm. So, I'm able to do, you know, like an hour here an hour there and it's been. It's been pretty stressful these past few months trying to figure out a rhythm. So I have not created, I think, a healthy self-care routine yet. I think right now I'm trying to catch up. I'm definitely like right now I'm in that catch-up. I'm just waiting. I'm telling myself, I'm waiting for the new year, as everyone says, but lately... what I do, oh my goodness, I mean, I have a dog her name is Raya. So, she's my happiness. I will go home and play with her. I watch Netflix. I like to cook, but I feel like these are all responsibilities. You know, Netflix is not responsibility. So, my story is that my self-care is not fully there, but it will be there in the new year. Ask me again in the new year,

Victor: ...and I think it was part of adulting, we have this zigzag in life.

Kim: Yeah...

Victor: there are moments of hustle and the moments of it slow down.

Kim: Right now, it's hustle. We're hustling right now. We're trying to be directors. So, we're in that hustle mentality.

Kim: I really want to express my admiration for both of you or what you guys do for the center, the culture that you guys foster in this place, but also the hustle as women as women.

Kim: Yeah.

Victor: It's something that highlights who we are as a community. So, thank you both for your time. I appreciate your answers and hopefully, you guys enjoy the conversation.

Kim: Yeah.

Juana: Definitely. Thank you.

Kim: Yeah.

Concluding Language

Thank you for listening. We hope our ongoing conversations spark understandings, empathies, and motivation to join the struggle for a better future for all. {PAUSE.....} You just listened to the 'Building Justice' podcast. The information contained in this podcast, including its title and description represent the views and opinions of the hosts and guests and do not necessarily represent the views or opinions of the Sacramento State, CRISJ and/or the 'Building Justice' podcast committee

Outro Music Lyrics

No more penalties and no more wars. Based on the actions. Now, time for "Building Justice," "Building Justice." Time for building justice, justice.