Creating Positive Workplaces: A Guidebook for Dairy Producers

Developed by Mary Jo Dudley
Director of the Cornell Farmworker Program
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Table of Contents

This guidebook contains tear-outs found at the end of each related section that offer practical tools for implementing best practices on farms.

Creating Positive Workplaces .......................................................................................................................................................... 5
  Why Examine Workplace Relations on NY State Dairy Farms ................................................................................................. 5
  Summary of Significant Findings .................................................................................................................................... 6
  Benefits to the Workplace .................................................................................................................................................. 7

Building a Successful Workplace Team ....................................................................................................................................... 9
  Defining Roles ........................................................................................................................................................................... 9
  Principles of Mutual Respect .......................................................................................................................................... 10
  Workplace Translation ..................................................................................................................................................... 10
  English Language Learning ........................................................................................................................................ 11

Resources & Tools: English Language Resources .................................................................................................................... 12
  Pocket Dictionary, English – Spanish ................................................................................................................................. 106
  Pocket Dictionary, Spanish – English ............................................................................................................................... 115

Workplace Dialogue ....................................................................................................................................................................... 13
  Daily Interactions .................................................................................................................................................................... 13
  New Worker Orientation .................................................................................................................................................. 13
  Special Meetings to Address an Issue or Concern ..................................................................................................................... 14
  Regularly Scheduled Workplace Meetings .......................................................................................................................... 14
  Workplace Culture .............................................................................................................................................................. 14
  Elements of Successful Farm Meetings ................................................................................................................................ 15
  The Farm Business and Personal Issues .............................................................................................................................. 16

Resources & Tools: Sample Farm Communication Chart ........................................................................................................... 17
  New Worker Orientation Checklist .................................................................................................................................... 19
  Ideas for Structuring an Effective Meeting .......................................................................................................................... 21
  Repair/Maintenance and Supplies Checklists ......................................................................................................................... 23
  Praise Words ......................................................................................................................................................................... 29

Performance Feedback ..................................................................................................................................................................... 31
  Workplace Feedback ............................................................................................................................................................... 31
  Performance Reviews ............................................................................................................................................................ 32
  Exit Interviews ....................................................................................................................................................................... 33

Resources & Tools: Performance Evaluation Worksheet .................................................................................................................. 35
  Exit Interview Template ................................................................................................................................................... 39
  Farm Economic Performance Charts ...................................................................................................................................... 43
Calf Health Scoring Chart.................................................................45

Compensation ..................................................................................51
Paycheck .........................................................................................51
Raises ...............................................................................................52
Bonuses .............................................................................................52
Vacation Time ..................................................................................53

Resources & Tools: Sample Labor Contracts .....................................55
Paycheck with Spanish Language Explanation of Deductions ..............59
Worker’s Compensation Bilingual Poster ...........................................61

Worker Training and Advancement ..................................................72
Transitions in the Workforce ............................................................72
Training .............................................................................................73
Promotions/Changing Jobs ...............................................................74

Workplace Safety and Health ............................................................76
Advantages of Workplace Safety and Health ......................................76
Communicating about farm Safety ....................................................77
Resources for Spanish language trainings ..........................................78
Migrant Health Contact Information ................................................79

Resources & Tools: Dairy Dirty Dozen ................................................80
¿Que hacer en caso de accidente? ......................................................88
Workplace Safety Words .................................................................90

Scheduling .......................................................................................92

Housing .............................................................................................94
Housing for Non-local Workers .........................................................94
Repairs and Maintenance ..................................................................95
House Rules ......................................................................................96
Sanitation ...........................................................................................96
Interpersonal Conflicts .....................................................................97
Farmworker Housing Security Issues ..............................................97

Resources & Tools: Housing Quality Checklist ...................................98

Off-farm Social Life ..........................................................................102
Transportation to Stores and Clinics ..................................................103
Linkages with Schools .....................................................................103
English Classes to Reduce Social Isolation .....................................104
Visiting Friends and Family .............................................................104
About the Cornell Farmworker Program
Mary Jo Dudley is the director of the Cornell Farmworker Program (CFP). The CFP is a university wide program that brings together faculty expertise from the College of Agriculture and Life Sciences, College of Human Ecology, School of Industrial and Labor Relations, College of Arts and Sciences, and the Cornell Law School. The program is dedicated to improving the living and working conditions of farmworkers and their families through research, education, and extension. The CFP also seeks recognition for farmworker’s contributions to society and their acceptance and full participation in local communities.

Ongoing engagement with farmworkers, including CFP needs assessment research, provide critical insights for the development of on farm workshops and educational materials. The CFP outreach efforts include workshops on planning for emergencies, chemical safety training on dairy farms, and how to detect and prevent pests in farmworker housing. To support increased farmworker participation in local communities, the CFP hosts mobile consulates, where farmworkers can renew passports and obtain other identification documents from their home country. ESL tutoring is made available on farms for farmworkers through the Friends of Farmworkers organization, a CFP-related, Cornell student run organization. If interested in scheduling one or more of these activities, please contact Director Mary Jo Dudley at 607-254-5194 or farmworkers@cornell.edu.

This research engaged dairy farmworkers and farm owners in discussions of what incentives and practices could be provided to create greater stability and satisfaction in the workplace. This guidebook explores tools and strategies to create positive workplaces. Other CFP research areas include reports on timely issues related to farmworkers, such as, “The Yogurt Boom, Job Creation and the Role of Dairy Farmworkers in the Finger Lakes Regional Economy” and “Farmworker Housing: Policy Considerations for New York State,” available through the website at www.farmworkers.cornell.edu. In the “Yogurt Boom” Mary Jo Dudley, Emily Hamilton, and contributors evaluated trends in the New York State dairy industry and considered the significant role of the farm labor workforce. It also considered farmworker’s contributions to the Finger Lakes regional economy. The farmworker housing research report is the first comprehensive look at farmworker housing in the last 20 years.

About the NY Farm Viability Institute
The New York Farm Viability Institute is a farmer led, grant making organization dedicated to helping New York’s farmers become more successful while improving the long-term economic viability and sustainability of our state’s farms, the food system, and the communities they serve. The New York Farm Viability Institute contributed financial support for the completion of this project. For more information about the NY Farm Viability Institute please visit http://www.nyfvi.org/.

Why Examine Workplace Relations on New York State Dairy Farms?
The New York dairy industry currently relies heavily on workers of Hispanic origin, principally from Guatemala and Mexico. As such, language barriers and cultural differences have created significant communication issues between employers and employees, which can impede farm productivity. To address and overcome these workplace barriers, The Cornell Farmworker Program (CFP), a research-oriented organization serving the needs of New York State’s farmworkers and their families, has developed this manual, Creating Positive Workplaces: A Guidebook for Dairy Farm Employers. This guidebook provides recommendations, team-building approaches, and practical tools to refashion workplace communication approaches with a culturally diverse workforce. Moreover, the strategies included in this guidebook are intended to diminish widespread concerns regarding labor shortages and high worker turnover.

Creating Positive Workplaces is based on extensive research and consultation activities with farm managers and farm workers on dairy farms across Upstate New York in Cayuga, Cortland, Niagara, Onondaga, Ontario, Schuyler, Tompkins, Washington, and Wyoming counties. The farms were chosen to encompass both a wide range of workforce sizes and a diverse group of participating farmworkers. This heterogeneous sampling method resulted in an array of recommendations for dairy farmers rooted in distinct farm experiences.

Working with a multi-cultural team presents unique challenges that must be approached with care. Drawing from interview and focus group-based research, the CFP and Cornell Cooperative Extension (CCE) professionals identified farmers that are dairy industry leaders in workplace communications. They have taken extra steps to address workers’ aspirations both in the workplace and as tenants in their housing. Through innovative measures these enterprises strive to establish goals and set standards for
continual improvement. They are successful businesses in part because of their explicit efforts to build a team that bridges language and cultural divides. This guidebook includes best practices from these industry leaders.

One outcome of this project was that through this iterative process we were able to engage workers and employers in facilitated conversations to address both common and special workplace challenges. By setting aside time dedicated to addressing these concerns, participants explored creative approaches, set goals, and established timelines for improvement. Overall, this research process has had a positive impact on the workplace because it creates an opportunity for collective problem solving and a path toward shared understanding of the business goals and aspirations. This process pushes people to solve problems. Through the CFP consultations, farmers had an opportunity to explain how the business functions, discuss externally determined expenses, explore possibilities to improve farm viability, and to make future plans.

Summary of Significant Findings
In addition to the findings outlined in each part of the guidebook, several overarching themes related to workplace communication emerged from this research. Farmers may recognize that they have communication challenges, want to improve workplace relations, but lack adequate strategies to address them. With this in mind we included tips and tools throughout this guidebook to facilitate meaningful communication.

Key Overarching Themes:
- Building a successful workplace team relies on clearly defining roles, establishing principles of mutual respect, and developing effective mechanisms for workplace communication.
- Arenas for improvement in workplace communication include daily interactions, regularly scheduled workplace meetings, and special meetings to address issues or concerns.
- Visual illustrations of correct workplace practices support learning and understanding among workers.
- Mutual understanding of the factors involved in running a successful dairy farm can improve relations between managers and employees.
- Workers are genuinely interested in, but often confused about opportunities for training and advancement.

Key Challenges

Meaning is often lost in translation.
Our research highlights that on dairy farms there is a gap between an employer’s intended message and its reception among employees. Spanish-speaking workers interpret workplace dialogue within their own cultural frame of reference and unique personalities. These complicating factors are often compounded by inadequate translation support. The most well-intended efforts by farm owners to give praise, ask questions about employees’ needs and goals, or suggest improvements in their job performance may become lost when delivered in a culturally insensitive way or through inappropriate translation services.

“Communication can best be defined as the message received, not the message sent.”

Communication can be imbalanced if conveyed through one person at the farm.
It is common that farm owners rely on a bi-lingual or long-standing employee for translation. This strategy can provide needed clarity in certain situations, preventing accidents and addressing immediate concerns. It is usually not appropriate, however, for conversations about job performance, employee satisfaction, and conflict resolution. Workers who act as translators face competing loyalties to employers and co-workers, who also may share living quarters. Further, relying on certain employees for translation can lead to a communication hierarchy in the workplace, misinterpretation,

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6 | Creating Positive Workplaces: A Guidebook for Dairy Farm Employers
and even serious consequences such as injuries or sudden employee departures. Moreover, it can work against the creation of a work team in which each individual’s efforts is recognized for being equally valuable.

**The provision of quality housing and off-farm transportation is a new and ongoing challenge for employers.**
One of the most challenging areas of communication identified through this project was confusion over employer special provisions including housing and transportation off farm. All participating farmers provided housing to their Hispanic employees and most offered transportation off farm. Our research highlighted the tensions between the Hispanic and non-Hispanic workers in relationship to these special provisions. While employers often make financial accommodations for these differences (i.e. higher wages for those who do not receive housing), there is confusion among workers about the financial value placed on these provisions. Our research indicates on those farms where the value of these accommodations were clearly outlined, there were fewer tensions between workers. This research also highlighted that when providing housing, those businesses that budgeted for repairs and maintenance were more likely to avoid the tensions related to unanticipated expenditures.

**The social isolation workers experience can contribute to high turnover.**
Several barriers such as, limited English proficiency, long work schedules, and lack of transportation limit workers' interactions with locals and have a negative impact on personal well-being. The absence of a fulfilling social life combined with worker fatigue are important determinants for discontinuing employment on a farm. Dairy workers say they are more likely to make a commitment to a specific farm when they feel the employer values their work and provides support for transportation and time to connect with family abroad. These practices lead to improved quality of life among workers.

***Benefits to the Workplace:***
Farm employers should strive for as much direct communication as possible with each of their employees to build an effective team. Following the recommendations outlined in this guidebook will:

- Help employers, managers, and workers navigate workplace relations by gaining greater inter-cultural understanding
- Develop mechanisms to improve trust between workers and their employers/managers.
- Establish and/or improve regular communication channels
- Identify individual employees’ strengths and goals for improvement, how to match them with the right positions, schedules, and forms of supervision
- Evaluate and revise training materials and activities
- Develop useful performance tools and approaches that accommodate worker and employer expectations and goals
- Support improved quality of life for employers and their employees
Building a Successful Workplace Team

Guiding Questions

➢ Have you established formal lines of communication on your farm?
➢ Do you speak with your workers regularly? About work? About their lives?
➢ What do you know about your worker’s family and home community?

Transitioning to a primarily Hispanic workforce has raised important challenges in regards to building an effective team. A good farmer-manager-worker relationship is the foundation for a farm’s ultimate efficiency and success, and building this relationship can be difficult when coupled with substantial cultural and language barriers. In the end, the mutual respect and understanding fostered by a strong workplace team make it well worth the effort.

After reading this section, you will be able to build a successful workplace team by clearly defining workplace roles, practicing principles of mutual respect, and taking steps towards ensuring adequate English-Spanish translation.

Defining Roles

Cultural and language barriers present challenges for everyone (workers, managers, and farmers) in a diverse workplace team. Many workers come from a culture where workplace authority and employer-employee roles are different from the ones in New York. It is important to recognize that workplace authority and relations may vary from farm to farm and present a workplace environment that many workers have never experienced before. For example, having multiple managers or farm owners, or varying English abilities among workers, can lead to complicated communication networks. Each worker must understand individual responsibilities and duties, as well as who communicates with whom about which topics. It is also important to clarify the best way to communicate when an issues arises. For example, by telephone call, text message, or face to face conversation. Establishing this knowledge ensures that workers know who to report problems to and through which channels. Clearly defining roles reduces workplace conflict, builds the team, and increases overall farm efficiency.

Helpful Tips

• Ask employees to create a workplace authority chart, indicating who they think they should go to for different issues. Then, work with them to address any misunderstandings, or to readjust communication channels and mechanisms.

• Define cases in which it is appropriate for workers to communicate with management and farmers directly.

• Encourage teamwork when applicable. Look for situations in which workers can be paired up to facilitate a stronger work culture.
Principles of Mutual Respect

Establishing clear principles of mutual respect creates a firm foundation for positive workplace relations. As part of this research, farmers and managers clearly articulated the important role workers play in the success of the farm. However, many workers noted that they did not perceive that their employers respected them, and in general they felt they did not get sufficient positive feedback. Tensions can arise in the workplace if farmworkers feel that the farmer/management does not value their contributions to the farm. How management interacts with and responds to the workers greatly influences if and when workers decide to stay or leave. One of the most common reasons for a worker leaving a farm is that the farm owner or manager “yells” at them and interferes with their work. Criticism is a necessary part of any learning process, but it is important to use a tone and level of voice that does not seem like a personal attack. Constructive criticism, balanced with merited praise for something they are doing well will improve the workplace environment as well as the quality of work. If the workers feel that the owner gives greater priority to the cows over the workforce, they are not motivated to perform well. Respectful communication is essential for creating mutual trust in the workplace.

Helpful Tips

- Respond to worker requests in a timely manner. For more complex issues, provide a timeline for when the problem will be addressed.
- Reduce supervision based on successful worker’s performance.
- Provide positive feedback alongside of criticism.
- Avoid yelling at the workers; consider how to better inform the worker about proper practices.

Workplace Translation

The Spanish-English language barrier between workers and farmers/managers is a substantial obstacle to effective workplace communication. When possible hire a neutral translator. Language-level differences often cause workers to depend on co-workers with better English skills to communicate. It is important to have an all farm meeting to assess English language abilities among the workforce. This will support short-term communication between Spanish and non-Spanish speakers. However, farm owners should be aware of the implications of choosing a worker to act as a farm translator. Farmers should be aware that choosing a worker to act as the farm translator can have negative implications such as:

- Putting pressure on and causing stress for the worker translator – a responsibility for which they may not have been trained.
- Creating a negative power dynamic among workers.
- Incorrect translation if the translator does not agree with the worker’s perspective or if they perceive that it would not be to their advantage to translate what the worker is trying to communicate.
- Exposing fluency gaps for even the best English-speaking farmworkers, leading to inaccuracies in translations, miscommunication, and impeding farm productivity.
In the event that a worker is asked to translate for the short term, it is important to explicitly state that during a farm meeting. It is also important to consider compensation for that additional role. In light of the importance of accurate translation, some farms have started using experienced third party translators to ensure that the workers understand what they are learning. These meetings with a skilled translator should include technical information, as well as allow space for general check-ins.

**Helpful Tips**
- Bring in trained teachers to help workers learn English.
- Learn key commands and vocabulary in Spanish that can be used in the workplace for workplace operations and safety.
- When possible hire a Spanish-speaking manager to improve communication in the workplace.
- When necessary, hire a translator.

**English Language Learning**
English language instruction improves a student’s speaking, reading, and writing skills in English as well as their confidence in being able to share their thoughts with their employers and managers. Increasingly, farm owners are realizing the benefits of having their workers participate in English classes both on and off the farm. There are several resources available to help workers learn key farm terminology. Individual tutors are available for on-farm instruction through the CFP and other local literacy organizations (Literacy NY). For workers over 21 years of age, employers can contact the CFP for referral to other agencies and organizations that provide on-farm instruction in English. Local literacy programs can be accessed through this website: [https://literacydirectory.org/](https://literacydirectory.org/) Workers 21 years of age or younger can access English language classes through the Migrant Education Tutorial and Support Services Program.

**Opportunities for Employers and Managers to Learn Spanish**
Those farms where employers and managers learn some Spanish, have better communication around labor issues. In this research, farmworkers expressed appreciation for those that try to learn some Spanish. In addition to improving communication in the workplace, efforts to learn Spanish signals to workers they are valued and appreciated. A helpful resource for dairy farmers is Mango, a free, on-line language learning tool available through most public libraries.

**What Farmers Say:**
“*We communicate pretty well. My son has gotten quite fluent in Spanish and he is the one that has the most direct contact with [our workers].”*

“If it is a non-contentious issue or training, just 10 or 15 minutes – we’ve got to review something, I will just grab one of the guys that knows English and they will do it. If it is something we know is going to be an issue or no one wants to be the messenger, then that’s when [a translator] will come help us translate…”
English Language Resources: Migrant Education Tutorial and Support Services (Workers must be 21 or younger to participate, and have moved over county lines within the previous two years).

Migrant Education Contact Information:
Brockport METS - 585-395-2356 (Map #1)
Cortland METS - 607-753-4706 (Map #5)
Fredonia METS - 716-673-3526 (Map #2)
Genesee Valley METS - 585-658-7975 (Map #3)
Long Island-Metro METS - 631-548-7700 (Map #9)
Mid-Hudson METS - 845-257-2950 (Map #8)
Mohawk Regional METS - 315-867-2079 (Map #7)
North Country METS - 315-267-2514 (Map #6)
Oswego METS - 315-963-4265 (Map #4)

English Language Resources:
Literacy New York Programs

Literacy New York (LNY) and its accredited network of 35 local, community based affiliates provide high quality, individualized one-to-one and small group tutoring to low reading level literacy and English language learners. For more information, please visit: http://literacynewyork.org.
Workplace Dialogue

Guiding Questions

➢ What is the nature and tone of your daily interactions with workers?
➢ Do you have regular scheduled workplace meetings?
➢ Do you hold separate special meetings to address issues or concerns?
➢ Do you have in place a way for workers to communicate with you about ordering supplies and/or machine maintenance issues?
➢ Do you have a new worker orientation?

Daily Interactions

Daily interactions include greetings, as well as supervisory comments and feedback. Our research highlights that ongoing workplace communication is a central factor for workplace satisfaction. Workers often express a sense of discomfort with daily interactions due to language barriers and a hesitancy to distract busy employers from their daily routine. At the same time, workers are interested in regular feedback from employers about how they are doing their jobs. On those farms where workers received positive reinforcement we noted higher worker motivation. Expressing interest in workers’ lives outside of the workplace helps to create a better work environment where workers feel comfortable talking openly with farmers. Some participating employers and managers noted their knowledge of a few praise words in Spanish helped them to maintain high morale in the workplace. With this in mind, we have included a few basic relevant praise words. (See praise words on page 29)

New Worker Orientation

Since new workers are unfamiliar with the farm’s policies and procedures, orientation sessions are an important way to get to know farmworkers and introduce them to the way the farm works. Orientation sessions can help prevent workplace misunderstandings, injuries and can foster important relationships to enhance teamwork. It is commonplace that experienced workers train new workers. It is recommended that the farmer or manager provide an orientation in addition to worker shadowing. The orientation offers the opportunity to explain thoroughly the worker’s role in the farm operation, with whom s/he will communicate about different issues, performance expectations, compensation and housing (see Farm Communication Chart, page 17). It also gives the farmworkers an opportunity to ask questions, and the farmer an opportunity to get to know the worker and find out about his or her previous experience, interests, or talents. (See the bilingual Worker Orientation Checklist on page 19)

Orientation topics may include:

• An assessment of particular job skills and general abilities of the new employee, the extent and type of prior agricultural experience
• An assessment of eyesight (many workers have never had an eye exam)
• An English language literacy comprehension and speaking ability assessment

What Workers Say:

“On this farm, the boss has confidence in us. If he observes that you do things well, he will leave you alone. He also lets us do things our own way even though it may be different from how he normally does things. If you do your job well, he will teach you other things.”
Obtaining emergency contact information (U.S. and country of origin contacts).

Providing job descriptions that specify the skills required for the job and the actual duties to be performed.

Clarifying the supervisor or manager to report to for different issues. (see Farm Communication Chart, page 17)

Review basic farm protocol (e.g. workers comp., paychecks), procedures, and expectations).

Provide a Spanish-language employee handbook.

Hand out a bilingual work contract (required by the NYSDOL), pay notice, which specifies wage, bonuses, vacation time, etc. (See sample Labor Contracts, page 55)

### Special Meetings to Address Issues or Concerns

Participating farmers note that workplace meetings tend to be scheduled for particular purposes in mind such as, when introducing something new, to review a topic, or to remedy a problem. These meetings are generally set up in reaction to an event, or change in farm practices, rather than for future planning. On those farms, farmworkers are interested in opportunities to learn more about the business, generate recommendations for improvements, set goals, or assess progress towards meeting those goals.

### Regularly Scheduled Workplace Meetings

On most participating farms, neither managers nor workers were enthusiastic about regularly scheduled meetings. Some farmers note logistical constraints regarding meetings such as: limited translator availability, general work demands, and conflicting worker schedules. Workers tend to view meetings as a time when they are criticized rather than encouraged in their work. However, on those farms where more regularly scheduled meetings are held, workers express appreciation for having time set aside to get more information or learn a new skill. Having a better understanding of changes in the farm business help them to become more effective members of the workplace team. For example, one participating manager explicitly explains how changes in milk pricing, feed cost, and other production aspects affects his decisions making. This explanation gives workers a better sense of farm planning and helps them feel more invested in the farm business. In addition, regularly scheduled meetings provide workers with an opportunity to raise a concern or suggest a workplace innovation. Regular communication can lead to greater productivity while diminishing workplace tensions.

### Workplace Culture

Communication about farms and farm reputations spreads quickly among the workers. Factors such as, quality housing, higher salaries, training opportunities, and good worker treatment have tremendous impact on whether the worker will stay or leave the farm. In our research farmworkers refer to one farm or another as being a better workplace...
for reasons having to do with “workplace culture.” Workplace culture often includes the farm’s philosophy about how workers and management should interact.

A farm’s reputation as a good employer is greatly influenced by:

- Good salaries
- Quality housing
- How management communicates with workers (workers are encouraged versus yelled at)
- Employers recognize and value workers’ knowledge about herd health (when a cow is sick, whether or not they are eating etc.), animal temperament and how to treat them.
- Employers are interested in teaching workers new skills and support opportunities for training and advancement.
- Employers respond to worker’s questions in a timely manner.

In our discussion with workers about why they leave jobs at farms, they often point to workplace culture. For example, one worker noted that on a farm where she was previously employed she was always being pressured to work more quickly, and she did so although she was concerned that she did not do her job well (fully cleaning the cow’s teats etc.). She asked “do they want the job done well or quickly?” Time pressure and stress is often cited as reasons for workers leaving their jobs, hence these aspects of the workplace environment should be taken into account.

**How to Create an Inclusive Environment**

Regularly scheduled meetings can reduce anxiety about farm meetings as a forum centered on negative performance and corrective actions versus an opportunity to set goals and assess progress. Our research illustrated that worker participation should be encouraged both in setting agendas and sharing concerns during meetings. It may be difficult at first to get workers to contribute, but making the space welcoming by chatting about soccer or recent events, joking around, serving refreshments, or meeting in a familiar environment can encourage workers to be more open. It’s also important to respond positively to their comments, use praise, and take actions on their suggestions. Building trust between workers and managers will encourage better participation in meetings. *(See Praise Words Chart, page 29)*

**Elements of Successful Farm Meetings**

Although workers often live together, they do not necessarily discuss workplace concerns during their time off or during meals. Meetings between farmers, management, and workers facilitate communication between coworkers and ensure that everyone who is involved on the farm communicates regularly. When the language barrier is significant, using a third party translator can ensure that everyone can communicate and participate. In light of pressing time demands and a perception that meetings pull people away from work, well organized meetings can lead to better communication and in turn, greater productivity. *(See Structuring an Effective Meeting, page 21)*
Meeting agendas might include:

- Evaluation of new programs and schedules
- Setting goals for farm improvement
- Assessing progress on goals
- Time for workers to raise general concerns about farm responsibilities and workplace conflict.
- Updates on farm productivity and changes in procedures.
- General announcements about workshops, social events, medical clinics, housing, etc.

Communicating about supplies and machinery issues

One important aspect of daily a workplace dialogue is the feedback from workers to owners and managers. Having a method for workers to let owners know when supplies are running low or when machinery is having issues makes farm operations run more smoothly. We have included bilingual tear-out checklists to help farm owners develop a way to communicate about these issues. (See Checklists, beginning on page 23)

Helpful tips

- Listen carefully to workers’ suggestions.
- Explain why a suggestion will or will not be implemented.
- Thank workers for their ideas.
- Provide a timeline when concerns will be addressed.
- Include positive as well as negative feedback in the meetings
- Establish other ways for workers to share ideas as they occur - through suggestion boxes, white boards, etc.
- Invite an impartial translator to farm meetings. (Cornell Farmworker Program, CCE, veterinarian)
- Schedule meetings to ensure regular communication between workers and management
- More frequent meetings assure workers greater access to management
- More regular meetings can be helpful on large farms where Employers have less day-to-day contact with employees
- If meetings are routinely scheduled, then workers and management can prepare for meetings resulting in less anxiety.

The Farm Business and Personal Issues

Employers and managers should be clear about the kinds of personal issues they would appreciate being informed about such as, an automobile accident, a seriously ill family member, or an immigrant detention. These situations can affect a worker’s ability to perform well. It may be helpful to clarify employer and management’s preferences for sharing personal concerns. For example, during a meeting at a participating farm, a worker was distracted and
looking at his cell phone. The manager was displeased and at the same time worried. When asked, the worker shared that he was waiting for news about a close family member’s surgery results.

The problem is:

- A key piece of machinery breaks at 3am
- The toilet in the house is overflowing
- My daughter needs help in school
- I don’t remember how to do a task that is new to me
- I don’t understand my paycheck

El problema es:

- Una maquina se daña a las tres de la mañana
- El inodoro en la casa está desbordando
- Mi hija necesita ayuda en la escuela
- No recuerdo como hacer una tarea nueva.
- No entiendo mi talón.

Contact / Avisar a:

- **Owner**
  - Teléfono (315) xxx-1234

- **Herd Manager**
  - Text (315) 999-8888

- **Owner’s wife**
  - Teléfono (315) 222-3333 de la casa

- **Owner’s brother-in-law**
  - Teléfono (315) 444-9876
<table>
<thead>
<tr>
<th><strong>Worker Orientation Checklist</strong></th>
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<tr>
<td>Consider going over the following:</td>
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| Starting salary |
| Salario inicial |

| Scheduled raises, bonuses and vacations |
| Aumentos, bonos y vacaciones |

| Procedures for requesting time off |
| Trámites para solicitar tiempo libre |

| Worker training |
| Capacitación laboral |

| Worker performance criteria and scheduling |
| Criterios de desempeño del trabajador y horario |

| Channels for communicating workplace issues (topic, contact person, phone number) |
| Vías para comunicar temas relacionados con el trabajo (tema, persona de contacto, número de teléfono) |

| Housing expectations and contacts for repairs and maintenance |
| Expectativas sobre la vivienda y contactos para reparos y mantenimiento |

| Farm management team responsibilities and contact information (e.g. who oversees building maintenance, herd health, birthing, insemination, etc.) |
| Responsabilidades de los encargados e información de contacto (p. ej. quién se encarga de la vivienda, la salud animal, partos, la inseminación, etc.) |

| Other employer provided benefits (uniforms, boots, protective equipment, transportation, cable, utilities) |
| Otras prestaciones que ofrece el empleador (uniformes, botas, equipo protector, transportación, cable, servicios de agua y electricidad) |

| Any special needs that might affect their employment (medical history, etc.) |
| Cualquier situación especial que pueda perjudicar su empleo (historia médico, etc.) |

| Emergency procedures for undocumented workers if police or immigration officials are summoned to the farm |
| Procedimientos de emergencia en caso de contacto con la policía, sherife, u oficiales de inmigración |
Resources & Tools: Ideas for Structuring an Effective Meeting

Whether scheduling regular meetings or meetings to address a specific issue, farmers may want to consider the following questions and recommendations.²

### Preparing for the meeting

- Who will lead the meeting?
- Create an agenda
  - Identify topics for discussion
  - Start with the most important items
  - Handle short, urgent items first so they don’t get crowded out by longer discussions
  - Identify who will be in charge of leading each item on the agenda
- Think about an appropriate meeting set-up; circle for discussion or lecture set-up if there’s a presentation.
- Try to provide snacks and refreshments at the meeting for a positive atmosphere
- Make sure everyone knows about the meeting with adequate advance notice and a reminder on the day of.

### Conducting the meeting

- Establish ground rules and guidelines for the meeting
- Stick to the agenda; if someone brings up an unrelated topic, thank them for the contribution and revisit it at the appropriate time in the meeting
- Monitor time for discussions; if a particular issue is going on for too long, empower someone or a group of individuals to discuss the issue in more detail and come to the next meeting ready to present ideas to the group
- Encourage everyone’s participation and make sure the discussion is not dominated by just a few individuals
  - Start meeting off by commending employees on achievements since last meeting
  - Designate a time block in the meeting for employees to voice concerns and things that worked well
  - Try not to structure the meeting so the manager talks the whole time; if employee participation is wanted, try ensure that they are speaking 50% of the time
  - Never shoot down a suggestion in front of the group, and be sure to follow-up with individual employees about topics brought up in the meeting if necessary.
- Take minutes
- At the end of the meeting, summarize key decisions and actions, and make sure everyone understands what happened and what follow-up tasks are to be completed

### Evaluating the meeting

- Provide a space for employees to give feedback about the meeting. Did they like how it was run? What worked well and what could have gone better? Ask them to come to you, or a communication liaison with comments and suggestions.
- See meeting evaluation form at:
  http://web.ewu.edu/groups/studentlife/Effective_Meeting_Strat.pdf.

### Supplies Checklist

Necesidades para el trabajo

This list can be used for a monthly inventory of workers’ supply needs. Se recomienda usar esta lista mensualmente para identificar lo que necesita para cumplir con los trabajos.

Date/ Día: ____________  Checked by/ Revisado por: __________________

<table>
<thead>
<tr>
<th>Milking Parlor</th>
<th>Sala de ordeña</th>
<th>Date/ Fecha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gloves</td>
<td>Guantes</td>
<td></td>
</tr>
<tr>
<td>Dish soap</td>
<td>Jabon para lavar</td>
<td></td>
</tr>
<tr>
<td>Paper towels</td>
<td>Toallas de papel</td>
<td></td>
</tr>
<tr>
<td>Brush with stiff bristles</td>
<td>Cepillos</td>
<td></td>
</tr>
<tr>
<td>Sand</td>
<td>Arena</td>
<td></td>
</tr>
<tr>
<td><strong>Quantity:</strong></td>
<td><strong>Cantidad:</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Sufficient</td>
<td>☐ Suficiente</td>
<td></td>
</tr>
<tr>
<td>☐ Inadequate</td>
<td>☐ Insuficiente</td>
<td></td>
</tr>
<tr>
<td>Sawdust</td>
<td>Serrín</td>
<td></td>
</tr>
<tr>
<td><strong>Quantity:</strong></td>
<td><strong>Cantidad:</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Sufficient</td>
<td>☐ Suficiente</td>
<td></td>
</tr>
<tr>
<td>☐ Inadequate</td>
<td>☐ Insuficiente</td>
<td></td>
</tr>
<tr>
<td>Straw</td>
<td>Paja</td>
<td></td>
</tr>
<tr>
<td><strong>Quantity:</strong></td>
<td><strong>Cantidad:</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Sufficient</td>
<td>☐ Suficiente</td>
<td></td>
</tr>
<tr>
<td>☐ Inadequate</td>
<td>☐ Insuficiente</td>
<td></td>
</tr>
</tbody>
</table>
# Maintenance Checklist

**Necesidades para mantener las máquinas**

**Date/ Día: __________** **Checked by/ Revisado por: ______________**

<table>
<thead>
<tr>
<th>Skid Steer Maintenance</th>
<th>Mantenimiento de Minicargador</th>
<th>Date/Time to Fix Fecha/ Tiempo para reparar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check oil</td>
<td>Verifica el aceite</td>
<td></td>
</tr>
<tr>
<td>Check hydraulic oil</td>
<td>Verifica el aceite hidráulico</td>
<td></td>
</tr>
<tr>
<td>Tires: check air pressure</td>
<td>Llantas: Compruebe la presión de las llantas</td>
<td></td>
</tr>
<tr>
<td>Inspect the hydraulic hoses, the cabin protection, and light covers for damage or excessive wear.</td>
<td>Inspeccione las mangueras hidráulicas, la jaula de protección y las luces por daños o desgaste excesivo</td>
<td></td>
</tr>
<tr>
<td>Confirm that all the pivot points are well greased.</td>
<td>Asegúrese de que todos los puntos de pivote estén bien engrasados.</td>
<td></td>
</tr>
<tr>
<td>The air filter and the pre-filter receptacle should be clean.</td>
<td>El filtro de aire y el recipiente de pre-filtro deben estar limpios</td>
<td></td>
</tr>
<tr>
<td>After turning on the motor, take a moment to confirm that the turn signals and other indicators are working.</td>
<td>Después de arrancar el motor, tome un momento para comprobar que las señales de prendido y otros indicadores estén funcionando.</td>
<td></td>
</tr>
<tr>
<td>Test that the hydraulics are working by lifting the bucket</td>
<td>Levantante el cupete para comprobar que las operaciones hidráulicas estén trabajando</td>
<td></td>
</tr>
<tr>
<td>Test the breaks</td>
<td>Pruebe los frenos</td>
<td></td>
</tr>
<tr>
<td>If something is defective it could be unsafe to continue working and repairs should be made.</td>
<td>Si algo está defectuoso, puede ser inseguro para continuar trabajando y se tendría que hacer reparaciones</td>
<td></td>
</tr>
<tr>
<td><strong>Cleaning the Skid Steer</strong></td>
<td><strong>Limpieza del Minicargador</strong></td>
<td></td>
</tr>
<tr>
<td>The floor of the cabin should be clean, and the seatbelt should be in good condition and not frayed.</td>
<td>El piso de la cabina debe de estar limpio y el cinturón de seguridad debe estar en buenas condiciones y no raído</td>
<td></td>
</tr>
<tr>
<td>Rinse off manure weekly</td>
<td>Enjuague y quite el estiércol semanalmente</td>
<td></td>
</tr>
</tbody>
</table>
## Milking Machine Checklist
### Necesidades para las máquinas de ordeña

This list can be used for a monthly inventory of workers’ supply needs. Se recomienda usar esta lista mensualmente para identificar lo que necesitan para cumplir con el trabajo.

**Date/ Día:** ____________ **Checked by/ Revisado por:** ______________

<table>
<thead>
<tr>
<th>Milking Machines</th>
<th>Máquinas de Ordeña</th>
<th>Date/Time to Fix Fecha/ Tiempo para Reparar</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Excellent</td>
<td>☐ Excelente</td>
<td></td>
</tr>
<tr>
<td>☐ Adequate</td>
<td>☐ Suficiente</td>
<td></td>
</tr>
<tr>
<td>☐ Inadequate</td>
<td>☐ Insuficiente</td>
<td></td>
</tr>
<tr>
<td><strong>Take-off Strings:</strong></td>
<td><strong>Hilo para la quitadora automático:</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Excellent</td>
<td>☐ Excelente</td>
<td></td>
</tr>
<tr>
<td>☐ Adequate</td>
<td>☐ Suficiente</td>
<td></td>
</tr>
<tr>
<td>☐ Inadequate</td>
<td>☐ Insuficiente</td>
<td></td>
</tr>
<tr>
<td><strong>Filters:</strong></td>
<td><strong>Filtros:</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Adequate</td>
<td>☐ Suficiente</td>
<td></td>
</tr>
<tr>
<td>☐ Inadequate</td>
<td>☐ Insuficiente</td>
<td></td>
</tr>
<tr>
<td><strong>Liners:</strong></td>
<td><strong>Liners:</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Adequate</td>
<td>☐ Suficiente</td>
<td></td>
</tr>
<tr>
<td>☐ Replace</td>
<td>☐ Reponer</td>
<td></td>
</tr>
<tr>
<td><strong>Hoses for Cleaning:</strong></td>
<td><strong>Mangas para Limpiar:</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Adequate</td>
<td>☐ Suficiente</td>
<td></td>
</tr>
<tr>
<td>☐ Leaking</td>
<td>☐ Roto</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>(Very) Good job!</td>
<td>(Muy) ¡Buen trabajo! (mooy bwen trabaHo)</td>
<td></td>
</tr>
<tr>
<td>Perfect!</td>
<td>¡Perfecto! (Per-fecl-to)</td>
<td></td>
</tr>
<tr>
<td>Fantastic!</td>
<td>¡Fantástico! (Fan-TAS-tee-co)</td>
<td></td>
</tr>
<tr>
<td>Well done!</td>
<td>¡Bien hecho! (byen ECH-o)</td>
<td></td>
</tr>
<tr>
<td>Excellent!</td>
<td>¡Excelente! (EX-el-en-te)</td>
<td></td>
</tr>
<tr>
<td>Great idea!</td>
<td>¡Buena idea! (BWEN-a ee-day-a)</td>
<td></td>
</tr>
<tr>
<td>Exactly!</td>
<td>¡Exacto! (ex-ACT-o)</td>
<td></td>
</tr>
<tr>
<td>Better than ever!</td>
<td>¡Mejor que nunca! (meh-ORE keh NOON-kah)</td>
<td></td>
</tr>
<tr>
<td>Much better</td>
<td>Mucho mejor (MOO-cho meh-ORE)</td>
<td></td>
</tr>
<tr>
<td>You learn fast.</td>
<td>Aprende rápido. (a-PREN-deh RAH-pee-do)</td>
<td></td>
</tr>
<tr>
<td>You’re on the right track.</td>
<td>Va por el buen camino. (vah por el bwen cah-MEE-no)</td>
<td></td>
</tr>
<tr>
<td>That’s good.</td>
<td>Eso es bueno. (EH-so es BWEN-o)</td>
<td></td>
</tr>
<tr>
<td>Keep doing it like that.</td>
<td>Sigue así. (SEE-geh ah-SEE)</td>
<td></td>
</tr>
<tr>
<td>I noticed you’ve been working hard.</td>
<td>He visto que ha/han esforzado. (eh VEES-to keh ah/ahn es-for ZAH-do)</td>
<td></td>
</tr>
<tr>
<td>You’re getting the hang of it!</td>
<td>¡Eso! (EH-so)</td>
<td></td>
</tr>
<tr>
<td>I appreciate your hard work.</td>
<td>Aprecio sus esfuerzos. (ah-PREH-see-o soos ehs-FWER-zoes)</td>
<td></td>
</tr>
<tr>
<td>Thank you for your good work.</td>
<td>Gracias por su buen trabajo. (GRAH-see-ahs-por-su-boo-ayn-trah-BAH-ho)</td>
<td></td>
</tr>
</tbody>
</table>
Guiding Questions

➢ What are the mechanisms for individual supervision, feedback, and rewards?
➢ Do you conduct individual worker performance reviews, if so, when?
➢ What are your performance criteria?
➢ How do you communicate performance criteria to your workers?
➢ Do your workers know your production goals?
➢ Do you show your workers somatic cell charts or other graphics?
➢ Do your workers know how to improve?

Workplace Feedback

Aside from regular meetings, workers commonly receive input from their supervisors through daily interactions in the workplace. These informal evaluations can involve “indirect feedback” – short or offhand comments, silences, and body language – and are a common mode of supervisor feedback and are easily misinterpreted or misunderstood.

Workplace feedback can be improved by:

• Making note of things that workers do well, in addition to potential improvements.
• Quality reports, charts, and graphics can illustrate farm progress toward production goals or changes needed to meet them.
• Charts combined with incentives (such as sharing of milk quality bonuses) can provide a pathway for workers to measure their impact on farm productivity and success.
• Expressing interest in workers’ lives outside the workplace. This helps to create a better work environment where workers feel comfortable talking openly with farmers.

Helpful Tips

• Greet workers by name every day and ask them how they are doing.
• Learn key phrases in Spanish for better communication. (See Dairy Farmer’s Pocket Dictionary, page 106)
• Workers should be informed if a farm uses video cameras in the workplace. Monitoring should be used to provide praise as well as criticism.
• Create visuals to show the impact of employee task performance on production and heard health (e.g. mortality rates of calves, somatic cell counts, and average milk production per cow). Place these visuals in an area accessible to workers. (See examples beginning on page 43)
• Have these visuals translated and explained so all workers can understand.

What Farmers Say:

“...if you treat them the way you would want to be treated, humanely, listen to their needs and their concerns, address them in a timely fashion, you are golden. You don’t have to worry. If you need a worker, he is there.”

What Workers Say:

“The farmer always tells us what we do that is incorrect, but they hardly ever tell us what we do well.”
Performance Reviews

Performance reviews provide more detailed feedback than can be shared during farm meetings or casual workplace feedback. These reviews are a chance for the farmer to comprehensively evaluate an individual worker’s performance, give them pointers to improve their work and to give them praise in areas where they have excelled. Ideally the worker is evaluated based on set standards and criteria with which s/he is made familiar when beginning to work on the farm. Depending on the relationship between the workers and management, one-on-one meetings may or may not be appropriate. One farmer has a standardized performance review sheet with six different categories to evaluate workers that include tardiness, attitudes, work consistency, and more. It is used to determine raises as well.

Some questions to consider when planning for performance reviews are:

- What are your farm’s performance indicators?
- Are workers given a list of performance criteria?
- How regularly are performance reviews given?
- Who gives the review?

The purpose of the review is to minimize miscommunication, build respect, and improve workers’ performance, leading to a more efficient and profitable farm with lower worker turnover. Reviews can also involve self-evaluation, allowing workers to identify their own strengths, weaknesses, and goals for improvement. It is important that the session creates a safe space for workers to ask about satisfaction with their performance and voice concerns about their job, coworkers, or home-life. (See Performance Review Template, page 35)

Helpful Tips

- Host regular performance reviews (bi-annual, annual) at which farmers communicate their opinion of workers’ performance and workers voice concerns, set personal goals, and self-evaluate. (see note on the next page).
- Establish standards for performance evaluation and include employees in setting those standards.
- Use a rating or scale format for evaluation that is intuitive to workers and supplement this with specific examples of good work performance and areas where one’s work can improve. The more concrete the examples, the better the ideas will cross language and cultural barriers.

Note: Since many workers have not been involved in meetings of this nature during prior employment, the CFP is willing to do a training with workers in advance of a performance review to explain the process and provide example of topics for discussion. If interested in arranging a meeting of this sort, please contact Director Mary Jo Dudley at farmworkers@cornell.edu or call (607) 254-5194.

What Farmers Say:

“…they all know that on the first of the month we post the mortality and we talk about the morbidity and they will stand right in here until we get that posted…They want to see.”
Exit Interviews

Many of the farmers who are part of our program have expressed frustration with unexpected departures of workers. Exit interviews help farmers better understand the reasons behind worker departures and help them address underlying issues that contribute to an employee’s decision to leave a farm. It is helpful to mention the need to conduct exit interviews during orientation so workers can anticipate that they will be interviewed before leaving the farm.

The first step in an exit interview is to explain to the interviewee how the employee responses will help the farm improve employee satisfaction. In order to establish a safe environment where the employee feels comfortable sharing candid feedback, management needs to start off with a light conversation and guarantee no negative reaction from honest responses. The questions asked during an exit interview can be broken down into sections such as:

- Reasons for leaving
- Job satisfaction
- Supervision and support
- Replacement
- Other topics that can be discussed

Conclude the exit interview by thanking the employee for their service to the farm and their time given to engage in the exit interview. Wish them good luck with all their future endeavors. (See Exit Interview Template, page 38)
**Performance Review Template – Dairy Worker**  
**Evaluación del desempeño: Trabajador/a lechero/a**

<table>
<thead>
<tr>
<th>Employee</th>
<th>Empleado/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager</td>
<td>Supervisor/a</td>
</tr>
<tr>
<td>Date</td>
<td>Fecha</td>
</tr>
</tbody>
</table>

**Job title**  
**Puesto**  
**Purpose of position**  
**Propósito del puesto**

Employee performs manual and specialized work in the milking and care of a dairy and livestock herd on a farm.

El/la empleado/a desempeña trabajo manual y especializado en el ordeño y cuidado de una lechería y del ganado en una granja.

**Reporting lines**  
**Líneas de mando**

Reports to:

Se reporta a:

**General Work Behavior**

<table>
<thead>
<tr>
<th>Responsibility area / tasks</th>
<th>Performance Measure</th>
<th>Employee rating</th>
<th>Employer rating</th>
<th>Agreed rating</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area de responsabilidad / tareas</td>
<td>Medida de desempeño</td>
<td>Calificación del empleado</td>
<td>Calificación del empleador</td>
<td>Calificación</td>
<td>Comentarios adicionales</td>
</tr>
</tbody>
</table>

**Milker, Responsible for:**  
**Ordeñador, responsable de:**

**Tasks Include:**  
**Tareas que incluye:**

- Follows proper procedures to improve milk quality.  
  Sigue procedimientos adecuados para mejorar la calidad de la leche.
- Recognizes & records cows that are in heat or sick.  
  Reconoce & registra vacas que están en celo o enfermedas.
- Keeps milk from fresh cows separate (colostrum milk).

**Rating**  
**Calificación**

1. Limited or no knowledge or skill  
   (Poco o ningún conocimiento o habilidad)
2. Improvement and/or training needed (Mejora y/o necesidad de entrenamiento)
3. Good performance at the expected level (Buen desempeño al nivel esperado)
Mantiene separada la leche de las vacas que acaban de dar a luz (el calostro).

Makes efficient use of time as cows are milked or washed.
Hace uso eficiente del tiempo cuando ordeña o lava a las vacas.

Takes safety precautions with cows that kick.
Toma precauciones de seguridad con las vacas que patean.

Cleans milking parlor for next milking.
Limpia la sala de ordeña para la siguiente ordeña.

Death rates are minimized and are less than targets.
Las tasas de mortalidad se reducen y son menores que las tasas deseadas.
<table>
<thead>
<tr>
<th>Responsibility area / tasks</th>
<th>Performance Measure</th>
<th>Employee rating</th>
<th>Employer rating</th>
<th>Agreed rating</th>
<th>Additional comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk Production</td>
<td>– responsible for meeting targets. Objective is that only top quality product leaves the farm gate. Producción de leche: responsable de alcanzar las metas. El objetivo es que solo productos de calidad salgan de la granja.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Only milk of the finest quality is presented for collection. Solo se presenta la leche de máxima calidad para recolección.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dairy plant and equipment is clean and maintained to a high standard. La planta lechera y el equipo está limpio y se mantiene a un alto nivel.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faults are identified quickly and action is taken to fix these. Se identifican las fallas rápidamente y se toman medidas para arreglarlas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compliance with annual Agri-quality inspections and diary company requirements are followed. Se cumple con inspecciones anuales de calidad agrícola y se siguen los requisitos de una compañía lechera.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility area / tasksÁrea de responsabilidad / tareas</td>
<td>Performance Measure(What does good look like?)Medida de desempeño(¿qué significa “bueno”?)</td>
<td>Employee ratingCalificación del empleado</td>
<td>Employer ratingCalificación del empleador</td>
<td>Agreed ratingCalificación acordada</td>
<td>Additional commentsComentarios adicionales</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Health and Safety – Ensure the farm promotes a safe working environment including compliance with all health and safety requirements. Salud y Seguridad: asegurarse de que la granja promueva un ambiente de trabajo seguro, incluyendo el cumplimiento de los requisitos de salud y seguridad.</td>
<td>Farm owner notified of accidents or near-miss accidents (injury or non-injury) and accident reports are completed. El/la dueño/a de la granja es notificado de accidentes o de accidentes que casi ocurrieron (habiendo o no herida) y se realizan reportes de los accidentes. Communicates to supervisors when notices a needed repair or situation that could become dangerous. Se comunica con los/las supervisores/as cuando nota que hace falta una reparación o que una situación se puede volver peligrosa. Uses personal protective devices. Usa equipo de protección personal. Keeps an orderly workplace. Mantiene ordenado el lugar de trabajo.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Tools & Resources: Bilingual Exit Interview Checklist

<table>
<thead>
<tr>
<th>Questions/preguntas:</th>
<th>Answers/respuestas:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reasons for leaving</strong>&lt;br&gt;Razones de salida</td>
<td></td>
</tr>
<tr>
<td>1. Why have you decided to leave the farm?&lt;br&gt;<em>Por que ha decidido irse de esta granja?</em></td>
<td></td>
</tr>
<tr>
<td>2. Was a single event responsible for making the decision to leave the farm? <em>Hubo un evento en especifico que le indujo a tomar la decisión de irse de la granja?</em></td>
<td></td>
</tr>
<tr>
<td>3. Did you share any of your concerns with anyone on the farm before making the decision to leave? What was the response?&lt;br&gt;Compartió cualquiera de sus preocupaciones con alguien en la granja antes de tomar su decisión? Cual fue la respuesta?</td>
<td></td>
</tr>
<tr>
<td><strong>Job satisfaction</strong>&lt;br&gt;Satisfacción laboral</td>
<td></td>
</tr>
<tr>
<td>1. What do you like the most about your job?&lt;br&gt;<em>Que le gusta mas de su trabajo?</em></td>
<td></td>
</tr>
<tr>
<td>2. What do you like the least about your job?&lt;br&gt;<em>Que le gusta menos de su trabajo?</em></td>
<td></td>
</tr>
<tr>
<td>3. What do you value about the farm?&lt;br&gt;<em>Que valoriza sobre la granja?</em></td>
<td></td>
</tr>
<tr>
<td>4. What do you dislike about the farm?&lt;br&gt;<em>Que le disgustaba de la granja?</em></td>
<td></td>
</tr>
<tr>
<td>5. Did your job duties turn out to be as you expected?&lt;br&gt;<em>Fueron sus deberes laborales lo que esperaba?</em></td>
<td></td>
</tr>
<tr>
<td>6. Did the farm help you accomplish your personal and professional goals?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>La granja le ayudo a cumplir sus metas personales y laborales?</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>7.</td>
<td>What would you recommend to improve our workplace? Que recomendaría para mejorar nuestro lugar de trabajo?</td>
</tr>
<tr>
<td>8.</td>
<td>Would you recommend this farm to others as a good place to work? Recomendaría esta granja a otras personas como un buen lugar de trabajo?</td>
</tr>
</tbody>
</table>

**Supervision and support**

<table>
<thead>
<tr>
<th></th>
<th>Supervisión y apoyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you have the tools and resources needed to effectively do your job? What was missing? Tuvo las herramientas y recursos necesarias para hacer sus trabajo efectivamente? Que le falto?</td>
</tr>
<tr>
<td>2.</td>
<td>How was your relationship with management? Como era su relación con los patrones?</td>
</tr>
<tr>
<td>3.</td>
<td>How could supervisors improve their management style and skills? Como pudieran los patrones mejorar sus estilos y habilidades gerenciales?</td>
</tr>
<tr>
<td>4.</td>
<td>Did you clearly understand the farm’s goals and mission? Comprendió claramente las metas y misión de la granja?</td>
</tr>
<tr>
<td>5.</td>
<td>Did you receive enough training to effectively do your job? If not, how could that be improved? Recibió suficiente entrenamiento para hacer su trabajo efectivamente? Si no, como pudiese mejorar?</td>
</tr>
<tr>
<td>6.</td>
<td>Did you receive feedback about your employee performance? If so, through what forums did you receive the feedback (e.g.: annual meetings, daily dialogues, etc.)? Recibió algún comentario sobre su</td>
</tr>
</tbody>
</table>
### Replacement

<table>
<thead>
<tr>
<th>1. What are the key qualities and skills we should seek in your replacement?</th>
<th>Cual es la característica y habilidad claves que deberíamos buscar en su reemplazo?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Can you offer any other comments that will enable us to understand why you are leaving, how we can improve, and what we can do to become a better farm?</td>
<td>Puede ofrecer otros comentarios que nos permitirán entender porque se fue, como podemos mejorar y que podemos hacer para convertirnos en una mejor granja?</td>
</tr>
</tbody>
</table>

### Other topics that can be discussed

<table>
<thead>
<tr>
<th>1. Did anyone on the farm discriminate against you, harass you, or cause hostile working conditions (important to follow up if they say yes)?</th>
<th>Alguna persona en la granja lo discriminó, lo acosó o le causó condiciones de trabajo (importante de seguir caso si la respuesta es sí)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Any other additional comments you would like to express?</td>
<td>Cualquier otro comentario adicional que le gustaría expresar?</td>
</tr>
</tbody>
</table>
Resources & Tools: Using Performance Charts as a Communication Tool

Resources may be found at the following websites to help create visuals to illustrate various farm economic performance factors:

- The University of Minnesota has a website called “QUALITY COUNT$” (http://www.qualitycounts.umn.edu/spreadsheets) for monitoring somatic cell counts. This site features resources and tools for monitoring mastitis in the herd and a spreadsheet for creating a graph such as the example below.

- The University of Kentucky and Southeast Quality Milk Initiative (SQMI) launched an online dashboard in 2014 to help producers determine opportunity costs. The Milk Quality Economic Opportunity Dashboard is available at: http://www.uky.edu/Ag/animalSciences/dairy/decisiontools/MilkQualityOpp/MilkQualityOpportunityDashboard.html.

- Customized Dairy Heifer Growth Chart: A new spreadsheet from Penn State (2013) that uses mature size and herd goals for age at first calving to generate a growth chart, meaning heifer performance is compared to the growth required to meet herd goals, not to a breed standard. Downloadable English and Spanish spreadsheets available at: http://extension.psu.edu/animals/dairy/nutrition/heifers/monitoring-heifer-growth/customized-dairy-heifer-growth-chart.
Calf Health Scoring Chart
Gráfico para calificar la salud de los berceros

<table>
<thead>
<tr>
<th>Animal ID</th>
<th>Age</th>
<th>Nasal discharge</th>
<th>Eye or ear (highest number)</th>
<th>Cough - spontaneous or induced</th>
<th>Temperature</th>
<th>Total respiratory score</th>
<th>Fecal consistency</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Farm Name/ Nombre del rancho ___________________________ Date/Fecha ___________________________

Calf Scores: (Total respiratory score: 4 = watch; 5 or more = treat; fecal score: 2 or 3 = treat)
Calificación de becerro (Calificación total para la respiración: 4=observar, 5 o más = tratar, para los feces; 2 o 3 =tratar)

From The School of Veterinary Medicine, The University of Wisconsin-Madison
### Calf Health Scoring Criteria

<table>
<thead>
<tr>
<th>Rectal temperature</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-100.9</td>
<td>101-101.9</td>
<td>102-102.9</td>
<td>≥103</td>
<td></td>
</tr>
</tbody>
</table>

**Cough**
- None
- Induce single cough
- Induced repeated coughs or occasional spontaneous cough
- Repeated spontaneous coughs

**Nasal discharge**
- Normal serous discharge
- Small amount of unilateral cloudy discharge
- Bilateral, cloudy or excessive mucus discharge
- Copious bilateral mucopurulent discharge

**Eye scores**
- Normal
- Small amount of ocular discharge
- Moderate amount of bilateral discharge
- Heavy ocular discharge

**Ear scores**
- Normal
- Ear flick or head shake
- Slight unilateral droop
- Head tilt or bilateral droop

**Fecal scores**
- Normal
- Semi-formed, pasty
- Loose, but stays on top of bedding
- Watery, sifts through bedding

<table>
<thead>
<tr>
<th>Criterio Para Calificar la Salud del Bécerro</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Temperatura rectal - ° F</strong></td>
</tr>
<tr>
<td>100-100.9</td>
</tr>
<tr>
<td>101-101.9</td>
</tr>
<tr>
<td>102-102.9</td>
</tr>
<tr>
<td>≥103</td>
</tr>
<tr>
<td><strong>Tos</strong></td>
</tr>
<tr>
<td>Ninguno</td>
</tr>
<tr>
<td>Solo a inducir la tos</td>
</tr>
<tr>
<td>Toses inducidas repetidas o toses espontáneas de vez en cuando</td>
</tr>
<tr>
<td>Toses espontáneas repetidas</td>
</tr>
<tr>
<td><strong>Descarga nasal</strong></td>
</tr>
<tr>
<td>Descarga normal</td>
</tr>
<tr>
<td>Pequeña cantidad de descarga nublada en un lado</td>
</tr>
<tr>
<td>Descarga en los dos lados, nublada o moco excesivo</td>
</tr>
<tr>
<td>Descarga copiosa con moco y pus en los dos lados</td>
</tr>
<tr>
<td><strong>Ojos</strong></td>
</tr>
<tr>
<td>Normal</td>
</tr>
<tr>
<td>Pequeña cantidad de descarga del ojo</td>
</tr>
<tr>
<td>Cantidad moderada de descarga en los dos ojos</td>
</tr>
<tr>
<td>Descarga copioso del ojo</td>
</tr>
<tr>
<td><strong>Orejas</strong></td>
</tr>
<tr>
<td>Normal</td>
</tr>
<tr>
<td>Sacude la oreja o la cabeza</td>
</tr>
<tr>
<td>Una oreja un poco caída</td>
</tr>
<tr>
<td>Inclinación de la cabeza o las dos orejas caídas</td>
</tr>
<tr>
<td><strong>Heces</strong></td>
</tr>
<tr>
<td>Normal</td>
</tr>
<tr>
<td>Semi-formadas, pastosas</td>
</tr>
<tr>
<td>Aguada, se queda encima de la cama</td>
</tr>
<tr>
<td>Líquido, cae al fonde de la cama</td>
</tr>
</tbody>
</table>

Guiding questions:

➢ How are wage rates and raises communicated to workers?
➢ Do you have any criteria for workers to earn a raise?
➢ Have you explained tax deductions to your workers?
➢ Have you ever given a bonus recognizing a worker who has taken a tough season in stride?
➢ Has a worker ever left your farm due to dissatisfaction with compensation?
➢ Do you give bonuses for workers that are leaving the farm after a working there for a long time?
➢ Do you give a bonus to workers that train new workers?

Paychecks

A worker’s payment can provide ample opportunity for misunderstanding and tension. Thus, farmers must communicate openly about paychecks. (See Labor Agreement, page 55)

Consider the following when drafting paychecks:

- Deductions from paychecks can be confusing for workers, creating tension and causing workers to leave.
- Known differences in pay between workers can create conflict at home and in the workplace, reducing farm teamwork and efficiency.
- Workers may not be aware of how the costs of housing, transportation, and other services provided by the farm are factored into their paycheck. This disconnect can cause both 1) workers to believe the value of their services is not reflected by their pay and 2) the farmer to see the worker as unappreciative of the services s/he provides.
- Many workers do not understand the deductions for taxes, social security, etc. It is well worth one’s time to provide an explanation.

Helpful Tips

- Explain taxes/deductions from paychecks (See Paycheck with Spanish language explanation of deductions, page 59)
- Avoid disclosing other workers’ salaries.
- Explain the cost of maintaining farm worker housing, transportation, and utilities, and how this affects each worker’s compensation.
- If helpful use CFP deduction list to explain how that is reflected on paychecks on your farm.

What Farmers Say:

“We actually offer everyone an opportunity to have weekly salary or hourly [pay].”

One farmer informs his workers each year about how much he is paying for housing and maintenance, etc. for the following reason: “...because people are people and when you are given something you don’t see the value in it necessarily.”

“So housing is included but if they don’t take advantage of that then we pay them 80 cents an hour [more]. This cost includes electricity, fuel, and satellite dish.”
**Rises**

Annual pay raises are common in many occupations. Raises typically reflect effort, longevity, and performance. The practice of giving raises, even if they are small, motivates workers to perform their jobs better and rewards them for the quality of performance. Workers may be unfamiliar with the criteria used to determine a raise and how much it will be, meaning they cannot adjust their performance to meet the standards the farmer has in mind. Further, many workers may be hesitant to ask for a raise when they think they deserve it. Raises provide rewards for a job well done, and help employees keep pace with inflation and meet personal financial goals. Raises help farmworkers understand that quality work leads to increased farm productivity and efficiency, as well as quality awards for the farm’s products.

Recent increases in farmworker minimum wage rates has resulted in confusion among workers because it appears that longer term worker’s compensation doesn’t take into account their years of service. The resulting wage compression negatively impacts the morale of long term workers because the wage differential for longevity disappears.

Here are some potential raise criteria to consider raises for a worker:

- Trains new workers
- Displays a good attitude
- Is punctual
- Is efficient
- Takes on leadership (i.e. acts as translator in crucial situations)
- Shows substantial improvement since previous reviews

**Helpful Tips**

- Make criteria for raises clear from the outset.
- Ensure that employees know if a raise is tied to performance, compliance with farm rules, and/or time on the farm.

**Bonuses**

When a worker goes above and beyond what is expected, a bonus can be an appropriate way for the farmer to acknowledge and reward good work. The practice of giving unscheduled bonuses incentivizes workers to take initiative beyond expectations, set examples for other workers, and improve farm function. Bonuses are usually given when a raise would not be appropriate and for specific services. For example, profit sharing, where experienced workers are given bonuses that reflect the farm’s increase in profit, allows workers to feel meaningfully involved in the farm’s progress – building long-term commitment to the farm.

---

**What Farmers Say:**

“When a worker leaves I give the remaining worker a bonus for training the new worker. This tends to encourage the remaining worker to do a good job, and is a small recognition of his extra effort.”

**What Workers Say:**

“When we ask about raises, they say absolutely not. They tell us the milk quality isn’t good, that we work too slowly so we don’t deserve raises. But they never tell us how we can improve these things.”

**What Farmers Say:**

“We have raised them but we try to keep [giving raises] every year because the cost of living is goin’ up. Here you have to. We try to...”
Helpful Tips

- Make sure that bonus criteria are clear to the workers.
- Give bonuses for high milk quality, low somatic cell count, and other instances where a worker performs better than is expected.
- Implement a profit sharing scheme.
- Consider giving a bonus to those workers who provide extra training to new employees.

Vacation Time

Many farmworkers work long hours each week, making vacation time a significant job benefit. Vacation time can influence job satisfaction and keep experienced workers on the farm. Farms with a clear protocol for vacation time avoid misunderstandings that might make a worker resentful and affect his/her performance. Vacation policies should be included in worker orientation.

Helpful Tips

- Give an adequate number of vacation days to keep performance high during the rest of the year.
- Set a clear procedure for giving vacation time.
- Increase the number of vacation days based on performance or promotions.

What Farmers Say:

“We do occasionally throw in some bonuses, some cash bonuses. When [a worker] took over the calves there was a pretty big difference in the number of calves that were getting sick and stuff, so I went and I got him a $150 pre-paid visa card.”

“And anyone who has been here more than three years is included in profit sharing...equal to maybe $0.40 to $0.70 an hour, on a good year might be as high as a $1.50 or $2.00 an hour.”

What Workers Say:

“They only give one week of vacation, that is, if someone asks for it. If you don’t ask for it, then there’s nothing.”
Resources & Tools: Sample Labor Agreements

Pay Notice and Work Agreement for Farm Workers

This notice, when properly completed, satisfies the:
- Pay notice provisions of Section 195 of the NYS Labor Law
- Written work agreement provisions of Part 190, the Farm Minimum Wage Order

1. Employer Information:
   Name __________________________________________________________ Phone ____________________
   Doing Business As (DBA) Name(s) _______________________________________________
   Physical Address ________________________________________________________________
   Mailing Address _________________________________________________________________
   FEIN (optional) _____________________________

2. Notice given: ☐ At hiring ☐ Before a change in pay rates, allowances claimed, or payday

3. Specific Location Where Workers Will Work: _______________________________________

4. Types of Work to Be Performed:
   The Milker will feed cows and milk them three times per day. Milker must check the cows for
   mastitis and perform general farm labor including operating the skid steer and cleaning stalls.

5. Hours for Standard Work Day: ____________ Hours for Standard Work Week: ___________

6. Describe Housing Arrangements, If Any, Including Number of Rooms and Cooking Facilities:
   Employer, at no cost to the workers.

7. Employee’s Rate(s) of Pay. Indicate Basis (Per Hour, Shift, Day, Week, Salary, or Per Unit). Give capacity of unit.
   Payday ____________ For
   Week Ending ____________

8. Allowances, If Any, To Be Credited Towards Minimum Wage:
   Meals # ________ $ ____________
   Lodging $ ____________ Payments in Kind (specify) $ ____________

9. All Other Planned Payroll Deductions (e.g., Social Security, taxes, other)
   Worker must pay taxes, social security and other taxes as required by federal, state and local
   regulations.

LS-309 (12/15)
10. Benefits to Be Provided By Employer (Sick Leave, Vacation, Personal Leave, Holidays, Other)
   Worker will have 5 personal days and 5 sick days. After 1 year of employment, (s)he will receive 5
   vacation days. These benefits are forfeited if not used within one calendar year after they are earned.

11. Approximate Period of Employment: From ____________________________ To ____________________________

12. Non-Economic Terms and Conditions of Employment (e.g., Transportation Availability, Medical Service,
   Child Care, Schooling, etc.):
   Worker will be provided weekly transportation to the store in addition to round trip transportation from the housing location to the worksite
   each day.

13. Will Overtime Be Paid at a Higher Rate?  ☐ No  ☐ Yes  If “Yes,” specify agreement with worker
    regarding overtime:

14. Employee Acknowledgment: On this day, I have been notified of my pay rate, overtime rate (if any),
    allowances, and designated payday. I told my employer what my primary language is.
    
    Check one: ☐ I have been given this pay notice in English because it is my primary language, or
    ☐ I have been given this pay notice in English only, because the Department of Labor does
    not yet offer a pay notice form in my primary language, which is ____________________________.

    Print Employee Name ____________________________

    Signature ____________________________ Date ____________________________

15. Preparer’s Name & Title ____________________________ Signature ____________________________

   The employee must receive a signed copy of this form. The employer must keep a copy for 6 years.

Instructions and additional information:

Section 195 requires that the information on this notice be provided in writing to all employees the time of hiring, and on or
before February first of each subsequent year of employment.

Section 195 also requires employers to notify employees in writing of any changes to the information at least seven
calendar days prior to the time of such changes, unless such changes are reflected on the employee’s wage statement.
However, even if the change will be reflected on the employee’s wage statement, employers may not lower an employee’s
rate(s) of pay without notifying the employee before the work is performed.

Section 195 also requires that the information on this notice be provided in English and in the employee’s primary
language, if other than English, if the NYS Department of Labor provides a template in that language. If the NYS
Department of Labor does not provide a template in that other language on its website, then the notice may be provided in
English only.

Section 195 also requires that employers notify their employees in writing or by publicly posting their policy on sick leave,
vacation, personal leave, holidays and hours.

Section 195 also requires that employers preserve their payroll records for 6 years.

The Minimum Wage Order for Farm Workers requires that employers post, in a conspicuous place on the farm, a copy of
any generally applicable work agreement and a posting issued by the NYS Department of Labor summarizing the Farm
Minimum Wage provisions.
Aviso de la tasa de pago y Acuerdo de Trabajo para Trabajadores Agrícolas

Este aviso, cuando es completado correctamente, satisface él:

- Aviso de la tasa de pago bajo las provisiones de la Sección 195 de las Leyes Laborales del estado de Nueva York.
- Acuerdo de trabajo escrito bajo las provisiones de la Parte 190, de La Orden de Salario Mínimo para Trabajadores Agrícolas.

1. Información sobre el patrono:

Nombre ___________________________________________ Teléfono _________________

Otros nombres bajo los que hace negocios ________________________________________________

Dirección Física ________________________________________________________________

Dirección Postal ______________________________________________________________

Número de identificación federal de la compañía (FEIN) (opcional) ______________________

2. Notificación le fue entregada: ☐ Cuando fue contratado ☐ Antes de hacer un cambio en la tasa de pago, créditos tomados, o día de cobro.

3. Ubicación específica donde trabajarán los trabajadores: ______________________________

4. Tipos de trabajos que realizará:

El ordenador dará comida a las vacas y las ordenará, tres veces cada día. Tendrá que chequearlas por mastitis y cumplirá con labor general en la granja, incluyendo la limpieza de los establos.

5. Horas en un día de trabajo normal: ________ Horas en una semana de trabajo normal: ________

6. Describa los arreglos de vivienda o alojamiento, de tener alguno. Incluya el número de habitaciones e instalaciones de cocina:

El empleado compartirá un dormitorio en una casa de madera que contiene 5 cuartos, con 2 personas en cada cuarto. La casa incluye una cocina, dos baños, una máquina de lavandería y un secador. Los empleados comprarán y prepararán su propio comida. El transporte al supermercado será provisto por el empleador a menos una vez por semana.

7. Tasa(s) de pago del empleado. Indique la base (por hora, jornada, día, semanal, salario o por unidad). Indique la medida de la unidad. P. e. j. libra, galón, onza, bushel. Día de pago ________ Para Semana que termina ______________________

8. Créditos, si alguno, para ser acreditado al salario mínimo: Comidas # _____ $ _______________ Hospedaje $ _______________ Pagos en forma de trueque (especifique) $ _______________

9. Otras deducciones planeadas a la nómina de pago (por ej. Seguro Social, impuestos, otras deducciones)

El empleado tendrá que pagar los impuestos sobre la renta, el Seguro Social y otros impuestos según las leyes federales, estatales y locales.

LS-309S (12/15)
10. Beneficios que serán provistos por el empleador (Días de enfermedad, vacaciones, licencia personal, días feriados, otros)

El empleado tendrá 5 días de licencia personal y 5 días de enfermedad. Después de un año de empleo, recibirá 5 días de vacaciones. Estos beneficios desaparezcan si no se usen.

11. Periodo aproximado de empleo: desde __________________ hasta __________________

12. Términos no económicos y condiciones de empleo (p.ej. disponibilidad de transporte, servicio médico, cuidado de niño, educación, etc.):

El patrono proporcionará el transporte al supermercado a menos un día cada semana más ida y vuelta entre el lugar de trabajo y la residencia, todos los días.

13. Será el tiempo, después de 40 horas trabajadas en una semana, pagado a una tasa más alta? ☑ No □ Sí. Si indica que sí, especifique el acuerdo al que llegó con el trabajador, en cuanto al pago por horas trabajadas sobre 40 en una semana:

14. Acuse de recibo del empleado: En esta fecha, se me ha informado de mi tasa de pago, mi tasa de pago de horas extras (si elegible), créditos, y del día de cobro en inglés y en mi lengua materna. Le indiqué al empleador que mi lengua materna es español.

Imprima el nombre del empleado ____________________________
Firma del empleado ____________________________ Fecha ____________

15. Nombre y título del preparador ____________________________ Firma ____________

---

El empleado debe recibir una copia firmada de este documento. Una copia de este documento tiene que permanecer con el empleador por 6 años.

Instrucciones e información adicional:

Sección 195 requiere que la información en este aviso, sea provista en escrito a todos los empleados al momento de contratación, y en o antes del primero de febrero de cada año subsiguiente de empleo.

Sección 195 también requiere que los empleadores notifiquen a los empleados, por escrito, de cualquier cambio en la información, por lo menos siete días antes de la fecha de dichos cambios, a menos que estos cambios se vean reflejados en el talonario de pago que recibe el empleado con su paga. Sin embargo, incluso si el cambio se reflejará en el talonario de pago del empleado, los empleadores no pueden reducir la tasa de pago de un empleado(s) sin notificar al empleado antes de realizar el trabajo.

Sección 195 también requiere que la información en este aviso sea provista en inglés y en la lengua primaria del empleado, de no ser inglés, si el Departamento de Trabajo del Estado de Nueva York provee una forma guía o plantilla en ese idioma. Si el Departamento de Trabajo del Estado de Nueva York no ofrece en su sitio web, una forma en el lenguaje primario del empleado, entonces este aviso puede ser proporcionado en inglés solamente.

Sección 195 también requiere que los empleadores le notifiquen a sus empleados, por escrito o fijando en público, su política en cuanto a licencia por enfermedad, vacaciones, licencia por razones personales, días festivos y horas.

Sección 195 también requiere que los empleadores conserven sus archivos de nomina por seis (6) años.
La Orden de Salario Mínimo para trabajadores agrícolas requiere que los empleadores fijen en un lugar visible de la granja, una copia de un acuerdo de trabajo generalmente aplicable y un aviso emitido por el Departamento de Trabajo del Estado de Nueva York, resumiendo las provisiones sobre la Orden de Salario mínimo para trabajadores agrícolas.
Resources & Tools: Paycheck with Spanish Language Explanations of Tax Deductions

<table>
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<th>STUB SAMPLES INC.</th>
<th>4891 INGLESEIDE DRIVE</th>
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**EARNINGS STATEMENT**

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<th>CURRENT DEDUCTIONS</th>
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<th>YTD DEDUCTIONS</th>
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</tbody>
</table>

**FICA: Ley de Contribución a los Seguros Federales (Incluye Seguro Social y Medicare)**

**FED WT: Retención de Impuestos Federales**

**NY WT: Retención de Impuestos del Estado de Nueva York**

**Disability: Impuestos para el Seguro por Incapacidad**
Worker's Compensation
Compensación para Trabajadores

¿Qué es?
Seguro que paga beneficios y atención médica a trabajadores que se lastiman en el trabajo o se enferman por el trabajo. El dueño o compañía de seguro tiene que estar de acuerdo que la herida o lesión es por el trabajo.

¿Quién lo paga?
El patrón o la compañía de seguro.

¿Va a disminuir mi salario?
No debe haber deducción en su cheque.

<table>
<thead>
<tr>
<th>EMPLEADO NÚMERO</th>
<th>NOMBRE DE EMPLEADO</th>
<th>NUMERO DE SEGURO SOCIAL</th>
<th>PERIODO DE EMPEZAR</th>
<th>PERIODO FINAL</th>
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<tbody>
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<th>INGRESOS</th>
<th>HORAS</th>
<th>TARIFA</th>
<th>CANTIDAD ACTUAL</th>
<th>RETENCIONES/DEDUCCIONES</th>
<th>CANTIDAD ACTUAL</th>
<th>HASTA LA FECHA</th>
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<tbody>
<tr>
<td>PAGO REGULAR</td>
<td>87.60</td>
<td>2367.69</td>
<td>87.69 0.00 281.54 33.46</td>
<td>350.77 0.00 1126.15 133.85</td>
<td>350.77 0.00 1126.15 133.85</td>
<td></td>
</tr>
</tbody>
</table>
¿Quién está cubierto por la ley de Compensación para Trabajadores?

Todos patrones en Nueva York deben proveer compensación para sus trabajadores. Patrones deben avisar a sus trabajadores detalles sobre el seguro si:

- El patrón pagó $1,200 o más en costos laborales para trabajo agrícola en el año calendario anterior
  - Compensación no es necesario para fincas con menos de $1,200 en nominas durante el año calendario anterior. Cobertura debe ser efectivo el 1 de abril del año inmediatamente después que la finca gastó $1,200 en salarios.
  - El cónyuge e hijos menores de 18 años del patrón NO son empleados por la ley si no tienen un contrato específico.
  - Si un contratista recluta trabajadores agrícolas, son empleados del patrón.

¿Cuáles son los beneficios para trabajadores en el seguro de compensación?

- **Dinero en efectivo**
  - Para trabajadores que están completamente o parcialmente desactivados y no pueden trabajar por más de 7 días
  - Basado en el salario promedio semanal \( \frac{2}{3} \times \text{salario promedio semanal} \times \% \text{ de discapacidad} = \text{beneficio semanal} \)

- **Beneficios medico**
  - Para atención médica sobre la herida o enfermedad y recuperación de la discapacidad
  - El médico deber ser autorizado por la Junta de la Compensación Obrera—excepto en situaciones de emergencia
Rehabilitación
- Servicios especiales para reducir o eliminar la discapacidad

Transportación
- Trabajadores pueden ser reembolsados por gasolina (millas) del carro para ir al doctor

En caso de muerte
- Si un trabajador muere de una herida o enfermedad, la cónyuge sobreviviente e hijos menores de edad tienen derecho al dinero efectivo semanal.
- Gastos de entierro hasta $5,000

¿Y si la consulta es mi culpa?
No se determina culpa. La cantidad que el demandante recibe NO es disminuida por descuidados suyos, ni tampoco incrementada por la culpa del empleador

Un trabajador solamente pierde sus derechos a compensación si las lesiones fueron completamente por razones de intoxicación de drogas o alcohol, o si fueron acciones con el intento de lastimarse a sí mismo o a alguien más.

¿Y si estoy lastimado, pero todavía tengo la habilidad de trabajar?
Si su lesión previene su habilidad de ganar el mismo pago que antes, (pero puede regresar a trabajar), puede calificar a un beneficio que le puede pagar 2/3 partes de la diferencia.

Puede regresar a trabajar levemente, o trabajar un diferente puesto mientras se recupera.
¿Qué es el Junta de la Compensación Obrera?

Es la agencia estatal que procesa las reclamaciones

Si intervención de La Junta de la Compensación Obrera es necesaria, La Junta de Compensación Obrera será la que determina los beneficios monetarios y/o costos médicos, y las cantidades.

EJEMPLO

¿Qué hago si me lastimo en el trabajo?

1) Tome primeros auxilios para cuidar la herida
2) Arregle transporte a hospital cercano (proveedor autorizado por WCB)
3) Recibir auxilios médicos necesarios
4) El empleador o seguranza del empleador paga servicios médicos
5) Notifique a su supervisor de la lesión y como paso (use la imagen del cuerpo abajo)
6) Complete un formulario “Form C-3” de compensación a trabajador, y envié por correo a la oficina de distrito WCB DISTRICT OFFICE más cercana.
7) Siga las instrucciones del doctor para asegurar su recuperación.
8) Atienda una examinación independiente, si se le requiere.
9) Regrese a trabajar en cuanto este capaz
Medico

1) Complete reporte preliminario (C-4)

2) Envié el formulario C-4 a: Oficina WCB, empleador/aseguranza del empleador, al trabajador, y a su representante.

Empleador

1) Reporte lesión a la Junta de WCB y a la aseguranza en menos de 10 días.

Para reportar su herida a su empleador:
¿Donde se lastimó?
Worker's Compensation
Compensación para Trabajadores

What is it?

Insurance that pays benefits and medical costs to workers who injure themselves at work or have a work-caused illness. The owner of the farm or the insurance Company must agree that the injury was caused by or at work.

Who pays for it?

The boss or the insurance Company.

Will it diminish my salary?

It doesn’t have to be deducted from your check.

Who is covered by Worker’s Compensation?

[Image of a farm with a barn and a worker]
All employers in New York must provide workers compensation to their workers. Employers must inform their workers about the details of the insurance if...

- The employer paid $1,200 or more in labor costs for agricultural work in the previous calendar year.
  - Compensation isn’t mandatory for farms with labor costs of less than $1,200 during the previous calendar year.
  - Insurance coverage must be effective April 1st of the year immediately after the farm spends $1,200 on salaries.
  - Unless they have a specific contract, spouses and children under 18 years old are NOT employees under the law.
  - If a contractor recruits agricultural laborers, they are employees of the farm owner.

**What are the benefits to workers under the Worker’s Compensation plan?**

- **Cash**
  - For workers who are completely or partially disabled and cannot work for more than 7 days
    - Based on the average weekly salary \((2/3 \times \text{average weekly salary} \times \% \text{ of disability}) = \text{weekly benefit}\)

- **Medical Benefits**
  - For medical attention for the injury or illness and recovery from the disability
  - The doctor must be approved by the Worker’s Compensation Board – except in emergency situations.

- **Rehabilitation**
  - Special services to reduce or eliminate the disability.

- **Transportation**
  - Workers can be reimbursed for gas and mileage for the car to go to the doctor.
**In the case of death**

- If a worker dies of an injury or illness, the surviving spouse and children under the age of 18 have a right to a weekly cash benefit.
- Funeral costs up to $5,000

**What if the accident is my fault?**

There is no determination of fault. The quantity that the beneficiary receives is not reduced for your negligence nor is it increased if it is the fault of the employer.

A worker only loses his right to compensation if the injuries were caused as a direct result of alcohol or drug use, or were actions taken with the intent to injure oneself or someone else.

**¿What if I'm injured but I can still work?**

If your injury prevents you from earning the same pay as before (but you can return to work), you can qualify for a benefit that will pay 2/3 of the difference.

You can return to work gradually, or work at a different job while you recover.
What is the Worker’s Compensation Board?

It is the state agency that processes claims. If intervention by the Worker’s Compensation Board is necessary, the Worker’s Compensation Board will be the agency that determines the monetary benefits, the medical costs and the beneficiaries.

Example
What do I do if I get hurt at work?

1) Get first aid to address the injury
2) Arrange transportation to the closest hospital or clinic (if it is authorized by the WCB)
3) Receive necessary medical help
4) The employer or insurance of the employer pays for the medical services.
5) Notify your supervisor how the injury happened (use the image of a body below).
6) Complete a “Form C-3” for Worker’s Compensation and send it by email to the closest WCN District office.
7) Follow the instruction of the doctor to insure a healthy recovery.
8) Attend an independent examination if it is required by the WCB.
9) Return to work as soon as you are able.
**Doctor**

1) Complete a preliminary report form (C-4).

2) Send the form to the following parties: WCB office, employer/insurance of employer, the injured worker, the worker’s representative.

**Employer**

1) Report the injury to the WCB and the insurance Company within 10 days.

---

**To report your injury to your employer:**

*Where did I hurt myself?*
Worker Training and Advancement

Guiding Questions

➢ How do you train new employees?
➢ Are there incentives for experienced workers to train others?
➢ What are realistic opportunities for promotion?
➢ What forums support workers in learning new skills?
➢ How do workers learn new skills?

During interviews, workers frequently express interest in learning new skills and having a clear understanding of opportunities for advancement on the farm. On some farms, workers are assigned to primarily work in the milking parlor, and on others, they are involved in a range of tasks. Some farmers arrange workers’ schedules to avoid monotony by interspersing different tasks. These interviews highlight that some workers are not properly trained before assuming these tasks. Farmworkers indicate interest in gaining skills with regard to driving tractors, skid steer operation, equipment repair and maintenance, artificial insemination, and sick cow treatment. Farmers have different levels of confidence depending on the worker. Workers appreciate candid assessments of the real possibilities for advancement.

If there are opportunities on your farm for increasing skills among your workforce, it would be helpful to clarify the following:

- which opportunities will open up and when
- what training is required for workers to assume new responsibilities
- how additional responsibilities will be reflected in wages
- how progress will be evaluated - including timelines and evaluation criteria

The following sections explore training for new employees, ongoing training, and specialized training required for promotion.

Transitions in the Workforce

When a worker plans to leave the farm, it is common that the worker recruits and trains his/her replacement. New workers typically learn the job by shadowing a more seasoned worker. In addition to being oriented by continuing workers, an explicit orientation session led by the farm owner or manager ensures that new workers learn about farm practices, including workplace expectations, scheduling, housing, and off-farm opportunities. We learned that workers would appreciate a formal orientation meeting with the farm management team to clarify farm specific information on workplace goals, compensation, scheduling, opportunities for advancement, health and safety practices, and housing standards of care. Moreover, this is an appropriate opportunity for the worker and manager to get to know each other, which supports the development of teamwork and trust. For those farms implementing performance evaluations, it would be helpful to provide information on performance indicators. Since workers have varying skills, each person should receive adequate or standard training for the positions s/he will assume. During interviews, workers shared experiences where lack of formal training could have resulted in serious injuries. Please see the section on New Worker Orientation in the Workplace Dialogue section, page 13.
Training

On many farms, experienced workers train new workers. While this system seems to be the easiest and fastest, in the long-term it can result in the propagation of bad habits such as over-milking cows. “Shadowing” an experienced worker is a common training approach. Formal training procedures with a required number of training hours or a supervised evaluation at the end of training are important. To reinforce learning through shadowing, it is highly recommended that a manager observe new employees after the initial few weeks on the job. It is important to let workers know that this will take place, as well as additional training if required. This follow-up training ensures consistent performance and can prevent bad habits from being passed from trainer to new employee. Standard Operating Procedures (SOPs) can provide a clearly ordered set of steps to achieve each task.

Materials posted in the workplace, such as checklists, can reinforce initial training and ensure workers complete all elements of a job. Training should always include the reason why a task is performed a certain way. This will enable workers to solve certain problems on their own. Subsequent workshop trainings to introduce new skills can build the competencies of a farm’s workforce. Also, task completion checklists (see end of chapter for examples) can help worker teams keep track of all the jobs that need to be completed.

Formal training is important because it:

- can prevent health and safety related accidents
- can improve job performance and understanding
- increase workplace efficiency
- help workers to understand how job descriptions are different, yet connected

Farmers often bring in outside resources, such as professionals from Cornell Cooperative Extension (CCE), Quality Milk, or veterinarians to demonstrate how to properly and safely perform tasks with cattle. While training conducted by outside experts provide important technical knowledge, workers often highlighted the importance of direct feedback from managers and employers.

Formal Training Sessions

Carry out full safety and health training for new hires/internal job changes, and reinforcement trainings for all workers.

For both current workers and new workers consider the following formal training opportunities:

- Periodic OSHA training sessions so all receive this additional safety training (See page 80)
- Create training procedures for new workers specific to each major farm duty.
- Follow-up with supervisor evaluations.
- Use evaluations to communicate that the managers recognize the worker’s mastery of a job.
- Cross train workers in various capacities in case another worker leaves the farm without finding a replacement.
- Bring in outside organizations to perform training sessions and build workers’ skills (CFP, Quality Milk, veterinarians).
- Create advancement trainings to give new responsibilities when appropriate.
- Create daily checklists in Spanish that cover all the elements required by a task.
- Identify when shadowing, hands-on experience, etc. are or are not adequate training tools

What Farmers Say:

I said, ‘on the day-to-day I don’t have time to do all that [supervision].’ And so she said she (a Hispanic farmworker) would be willing to do that for a pay-raise. I set the expectations for her...She is in charge of all the milkers now...she has a monthly meeting with them all...about what the somatic cell count is, number of cows with mastitis, she is very good.”
Promotions/Changing Jobs

Our research highlighted a widespread lack of clarity about what criteria are considered when offering a promotion to an employee. Workers are more likely to work hard and efficiently if they understand their opportunities for promotion. Having a clear promotion procedure and timeline prevents conflict; without known standards, workers could interpret a promotion as based on the employer’s personal preference (“playing favorites”) instead of a worker’s good performance. Standards for a promotion give workers incentives to learn a new skill, pay attention to detail, or work harder. This includes clearly articulating skills and aptitudes that are taken into consideration when deciding on whom to promote.

Helpful Tips

- Ask workers which job they enjoy/prefer on the farm or what new skills they would like to learn to allow for individual specialization in various skills.
- Attempt to place workers in jobs where they will be the happiest and most effective.
- Set clear criteria for promotions or job changes.
- Establish a plan for cross training to enable continuing workers to fill in the gaps, should an employee become ill or leave the farm.
- Define desirable skills and aptitude considered for promotion. (Examples: promptness, job completion, reliability)

Workers Say:

“I started in the milking parlors, but I changed jobs. If employers see that you can do something else, they give you the confidence to do other work.”

Farmers Say:

“I subscribe to Dairy Man in Spanish for (my herdsman) because I thought even if he can't read the whole magazine maybe he will read the captions under the pictures or maybe he will get something out of it.”
Guiding questions:

➢ Do all of my employees understand how to keep themselves and their co-workers safe?

➢ To whom should a worker report an accident involving an injury?

➢ Do all of the farmworkers have the phone number of the supervisor or farm owner to whom they should immediately report an injury?

➢ Have you discussed procedures/practices for calling 9-1-1 in the case of a serious accident? Is there a farm-wide policy in place for undocumented workers when authorities are summoned to the farm?

➢ When should I use worker's compensation for injured employees?

What are the Advantages of Workplace Safety?

All employers want their employees to work in a safe environment. It is important that new employees receive training in all aspects of the farm’s operations in order to insure that employees do not harm themselves or leave a dangerous situation for another worker. When hiring immigrant workers, it is especially important to remember that they may never have used, or even seen, a particular piece of equipment, or may not be familiar with proper handling and disposal methods for dangerous chemicals. What may seem obvious, or “over-training,” to an owner or manager who has worked on a US farm, may be an appropriate level of detail for training new employees, especially those who have recently arrived in the US. Our research indicates that many workers have never operated vehicles of any kind before working in the US.

Standard operating procedures also vary from farm to farm, so it is important to make explicit your farm’s safety procedures and expectations regarding all machinery operation, chemical handling and animal husbandry. Schedule your workers so that they are able to sleep sufficiently every day. Workers without sufficient sleep will be unmotivated, are unable to perform to high standards, and are more prone to accidents.

Safety Training Topics:

• **Personal protective equipment** – alert workers to your farm’s standards (gloves, eye protection, ear protection, dust masks, aprons, etc.) and where everything can be found.

• **Chemical Handling and Safety** - the Cornell Farmworker Program offers free bi-lingual, on-farm workshops. To request a workshop on your farm, contact Mary Jo Dudley at farmworkers@cornell.edu or call (607) 254-5194.

• **Skid steer and equipment operation** – go over safety mechanisms that must be in place, how to disconnect the power in the case of an accident, to whom workers should report any problems they notice so they can be fixed before they become a safety threat. Emphasize that reporting a missing bolt or loose belt as soon as it is noticed can prevent a future accident.

• **Equipment checks** – clarify all steps/procedures for checking equipment before and after operating equipment, and to whom workers should report problems (see Maintenance Checklist, page 23)

• **Cleanliness standards** – a clean and organized workplace is a safe workplace.
- **Specialized trainings** are available for PTO safety, skid steer safety, mechanical hazards, confined space awareness, manure safety, animal handling, lockout-tagout, shop safety, milking parlor safety, and ladder safety.

The New York State Center for Agricultural Medicine and Health (NYCAMH) offers on-farm safety surveys and specialized bilingual trainings for dairy farm safety. For more information, see [http://www.nycamh.org/programs/farmsafetytraining/](http://www.nycamh.org/programs/farmsafetytraining/).

### On-the-farm communication about safety

All employees should know to whom they can report safety problems. If this responsibility is divided among different management positions, it should be crystal clear who is responsible for each type of potentially unsafe situation (a broken piece of machinery, a frayed wire, exhausted supply of soap, etc.). Because not all problems can be corrected immediately, the farm should also have in place a way of communicating among employees from shift to shift in order to transmit information about potentially dangerous machinery or situations. Empower your employees to take dangerous equipment temporarily out of use or use time when they would normally be performing another task to fix a dangerous situation.

#### Helpful tips

- Post a list of contact information in a central location for reporting problems.
- If a safety problem is noticed during a night shift, have a way for shift employees to report this to daytime management.
- Have a white board or bulletin board that employees can note when supplies are running low or when they have noticed something that may break soon. This allows managers/owners to do preventative maintenance before a dangerous situation arises or replace supplies before they run out.
- Inform your employees of your expectations about when they should take time out to fix potentially dangerous situations.

### When an accident happens

When a worker is injured on the job, it is important that s/he understands the importance of reporting the injury. Worker’s compensation may cover medical bills, rehabilitation and a portion of lost wages if filed correctly. Moreover, worker’s compensation will cover long term impacts of an injury and will stay with the worker if s/he changes employers. Even though filing a worker’s compensation claim may raise premiums slightly, injuries requiring long-term physical therapy or treatment from complications will be cheaper in the long run if filed through worker’s compensation. The worker will also be entitled to continued treatment if s/he changes employers. This will not be the case if the farmer pays for the medical bills out of pocket. Keep in mind that unless employees understand the worker’s compensation benefits, they may try to hide injuries from farm owners because they may fear losing work time and income. Most undocumented workers are also reluctant to seek medical attention because they do not have medical insurance, or fear interactions with authorities that may trigger an immigration status investigation.

When an accident happens encourage your employees to:

1. **Obtain immediate medical help if necessary.** This can be complicated for undocumented workers. If it is necessary to call 9-1-1, explain that they will be safe and that a trip to the hospital will not result in an immigration investigation. Also explain that worker’s compensation insurance will cover many of the medical bills if the injury happened on the job. If the injury can be treated at a walk-in clinic, call one of the Migrant Health Clinics where they can be treated at no cost. Be sure to call the 800 number first as clinic hours can be irregular.  ([see Migrant Health Clinics, page 79](#))
2. **Report the injury to a supervisor immediately**, even if it doesn’t require a trip to the doctor when it occurs. The worker must report the injury within 30 days of the date that it occurs to be eligible for worker’s compensation insurance.

Post the *What to do in case of an accident/ Qué hacer en caso de accidente?* poster in the barn or an area where injuries are most likely to occur.

**NOTE:** Worker’s Compensation laws apply to U.S. citizens and undocumented workers alike.

**Resources for Calf Care Trainings in Spanish**

http://www.calfnotes.com/CNnotasterneros.htm

Topics Include:

- Feeding Colostrum (Alimentación con calostro)
- Milk and Milk substitutes (Leche y sustituto de leche)
- First Steps for newborn calves (Iniciadores para becerros)
- Health & Maintenance (Salud y manejo)
- Weaning (Destete)
- Bedding materials (Graneros)
- Heifer calves (Vaquillas)
- Nutrition (Nutrición)
- 100+ topics in Spanish (Inscripción de notas)

**Occupational Safety and Health Administration**

Farming operations are exempt from all OSHA activities if it has had fewer than 11 employees for the entire preceding year, and has not had a temporary labor camp during the previous year. OSHA’s mission, “To assure so far as possible every man and woman in this nation has safe and healthful working conditions and to preserve our human resources,” is one that every farmer should strive for regardless of the number of employees. OSHA has identified the “Dairy Dozen,” a list of the top 12 hazards on dairy farms. If a farm operation has 11 or more employees, OSHA requires training of workers in a language and vocabulary that workers can understand. **OSHA does not inquire about immigration status and will not impose penalties for undocumented workers.** Since approximately half of all farmworkers nationwide are Hispanic, OSHA lists Spanish-language outreach resources on the following web pages: Hispanic Outreach Module of Compliance Assistance Quick Start, Spanish-Language Compliance Assistance Resources, Spanish-Language Publications, and Podemos Ayudar (We Can Help).

For a complete reference of OSHA regulations regarding these topics, please see the OSHA LEP (Local Emphasis Program) training binder which can be found at:

Migrant Health Clinics

Before seeking treatment, always call first: 1-800-742-0862

Migrant Health Services
Medical Center
Sodus, NY
(315) 483-1199

Geneva Community Health Center
Health Center
Geneva, NY
(315) 781-8448

Finger Lakes Community Health
Medical Clinic
Ovid, NY
(607) 403-0065
Opens at 8:00 AM

Finger Lakes Migrant Center
Medical Clinic
Penn Yann, NY
(315) 531-9102

Community Health Center
Nursing Agency
Port Byron, NY
(315) 776-9700

New location opening in Bath, NY. Call the number above for updated information.
### The OSHA Dairy Dozen

#### Manure Storage and Collection Structures

These facilities require structural protections, warning signage and worker training to keep people safe when working around them.

<table>
<thead>
<tr>
<th>Safety recommendations:</th>
</tr>
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<tbody>
<tr>
<td>• Insure that vehicles cannot accidentally back into or slide into storage pits</td>
</tr>
<tr>
<td>• Monitor for noxious gases including hydrogen sulfide, methane, and ammonia</td>
</tr>
<tr>
<td>• Install fencing to prevent accidental entry</td>
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</tbody>
</table>

#### Dairy Bull and Cow Behavior

OSHA looks for potential physical hazards in animal handling areas such as barns, pens, holding areas, crowd gates and parlors. They also seek documentation of worker safety training.

<table>
<thead>
<tr>
<th>Safety recommendations:</th>
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<tbody>
<tr>
<td>• Provide workers with orientation and regularly updated trainings on animal handling techniques</td>
</tr>
<tr>
<td>• For bulls: post warning signs, restrict access, provide escape routes, use nose rings and remove overly aggressive bulls</td>
</tr>
</tbody>
</table>

#### Electrical Systems

Inspectors look for common electrical system dangers such as open circuits, exposed wiring, improper use of extension cords, debris and supplies stored too close to electrical panels.

<table>
<thead>
<tr>
<th>Safety recommendations:</th>
</tr>
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<tbody>
<tr>
<td>• Have signage in all areas where machinery may come in contact with electrical wiring</td>
</tr>
<tr>
<td>• Temporary wiring should be truly temporary</td>
</tr>
</tbody>
</table>

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## Skid Steer Operation

All safety mechanisms must be in place. Employees need to be trained on proper use of each machine.

- **Safety recommendations:**
  - Train all workers how to operate machinery safely.
  - Use approved life support devices when doing maintenance.
  - Enforce the use of safety features such as back-up alarms, seat belts, control interlock systems.

## Tractor Operation

There needs to be a record of inspections ensuring all safety mechanisms are functioning properly and the machines are equipped with roll protection.

- **Safety Recommendations:**
  - Train all workers how to operate machinery safely.
  - Do not operate on overly steep slopes.
  - Enforce the use of safety features such as back-up alarms, seat belts, roll protection systems.

## Guarding Power Takeoffs (PTOs)

All PTO drivelines and PTO master shields must be in place.

- **Safety recommendations:**
  - Most accidents involve clothing being caught. Do not wear loose clothing when hooking and unhooking PTO.
Machine Guarding: Field and Farmstead Equipment

Grain dryers, augers, fans, gears and other moving parts are required to have adequate shielding.

⚠️ Safety recommendations:
- Fatal or serious entanglement or amputation hazards may exist where other power transmission components on farm, field, or farmstead equipment are not properly guarded. Never remove guards.

Lockout: Unexpected Energy Release

Farms must train workers how to institute lockout and hazardous energy control procedures for serving equipment.

⚠️ Safety recommendations:
- Never work alone when maintaining equipment on which a power surge is possible.
- All employees performing maintenance should have exclusive and immediate control of power sources.

Hazard Communication/ Chemical Safety

Workers must be trained on Global Harmonized Standards for Hazard Communication. That includes developing written hazard communication programs for storage and retrieval of Safety Data Sheets for chemicals. And there are OSHA requirements for fit testing of respirators.

⚠️ Safety recommendations:
- Maintain eye wash and showers near areas where chemicals are handled
- Workers should know where you keep Data Safety sheets
- Train workers in proper handing, storage and disposal techniques.
## Confined Spaces

Confined spaces should be examined to determine appropriate procedures for worker safety and training, plus appropriate warning signage.

⚠️ Safety recommendations:

- Be sure workers have been trained about all dangers of chemical asphyxiation, oxygen deficiency, inhalation, engulfment, or caught-in hazards with grain storage bins, vertical silos, manure storage vessels, hoppers, and below grade manure collection systems.

### Horizontal Bunker Silos

OSHA checks safety procedures and equipment to make working around bunk silos safer. It may require annual training in: operating trucks and packing tractors during silo fill; covering bunks after harvest; removal of cover material such as plastic and tires; working near bunk faces and using defacers.

⚠️ Safety recommendations:

- Make sure workers are properly trained in all machines that are used to load and unload silos.
- Provide fall protection when covering and uncovering silage.

## Noise

Have noise levels assessed by OSHA to determine any appropriate engineering changes or appropriate situations for workers to use hearing protection.

⚠️ Safety recommendations:

- Keep ear protection in every piece of machinery. Keep ear protection at all sites where workers may have prolonged exposure to more than 85 decibels.
¿Qué hacer en caso de accidente?

**Primeros Auxilios**

El trabajador accidentado debe recibir oportunamente los primeros auxilios necesarios.

**Traslado del paciente**

El trabajador accidentado debe ser transportado al centro asistencial de urgencia más cercano si el caso lo requiere o las clínicas. Contacta a una persona de confianza o pide al patrón asistencia con transporte a un centro médico.

**Avisar al patrón**

Llama de inmediatamente su jefe. Aun si no eliges ir al hospital o a la clínica, informe a su supervisor los detalles del accidente. Se puede ser útil si requiere atención médica más tarde.

**Compensación al trabajador**

Aun no parece que necesita asistencia inmediata, hay que registrar la lesión dentro de 30 días del accidente para ser protegido por las leyes de compensación laboral (Worker's Comp).

Llama a ___________________________

Las leyes en cuanto a la Compensación del Trabajador no son bien entendidas por el público. Muchos individuos que trabajan ilegalmente o pagados "bajo la mesa" no realizan que ellos todavía tienen un derecho a la compensación si ellos son perjudicados en el trabajo. Usted todavía tiene el derecho de hacer una reclamación, aun si usted trabajara ilegalmente, o es en el país sin una visa. Usted tiene un derecho de hacer una reclamación. En algunos estados, un reclamo no es válido si el empleado se encontraba bajo la influencia de alcohol o drogas cuando ocurrió el accidente. Puede que también se rechace el reclamo si el empleado estaba faltando a alguna norma o política interna de la empresa.
<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use personal protective equipment</td>
<td>Use equipo de protección personal</td>
</tr>
<tr>
<td>(oo-se ay keek po de pro-tek-SIÓN per-son-AL)</td>
<td>(kwee-DAH-doe)</td>
</tr>
<tr>
<td>Be careful!</td>
<td>¡Cuidado!</td>
</tr>
<tr>
<td>(kwee-DAH-doe)</td>
<td></td>
</tr>
<tr>
<td>Do not enter</td>
<td>No entres</td>
</tr>
<tr>
<td>(no EN-trez)</td>
<td></td>
</tr>
<tr>
<td>Do not open</td>
<td>No abra eso</td>
</tr>
<tr>
<td>(no AH-bra eh-so)</td>
<td></td>
</tr>
<tr>
<td>This is dangerous.</td>
<td>Esto es peligro</td>
</tr>
<tr>
<td>(ES-toe es pel-ee-GROH-so)</td>
<td></td>
</tr>
<tr>
<td>Toxic</td>
<td>Tóxico</td>
</tr>
<tr>
<td>(TOHK-see-co)</td>
<td></td>
</tr>
<tr>
<td>There’s pesticides</td>
<td>Hay pesticidas</td>
</tr>
<tr>
<td>(I pest-EE-si-das)</td>
<td></td>
</tr>
<tr>
<td>Wash your hands</td>
<td>Lave sus manos</td>
</tr>
<tr>
<td>(La-v-eh sues ma-NN-os)</td>
<td></td>
</tr>
<tr>
<td>Use the eye wash</td>
<td>Use el lava de ojos</td>
</tr>
<tr>
<td>(oo-se el la-va de O-hose)</td>
<td></td>
</tr>
<tr>
<td>Slow down</td>
<td>Más despacio</td>
</tr>
<tr>
<td>(Mas des-PA-cee-O)</td>
<td></td>
</tr>
<tr>
<td>It’s slippery</td>
<td>Esta liso</td>
</tr>
<tr>
<td>(ES-tah LEE-so)</td>
<td></td>
</tr>
<tr>
<td>Be careful not to trip</td>
<td>No te vayas a tropezar</td>
</tr>
<tr>
<td>(No te VA-yaz a TRO-pe-SAR)</td>
<td></td>
</tr>
<tr>
<td>Careful with the electrical lines</td>
<td>Cuidado con las líneas de electricidad</td>
</tr>
</tbody>
</table>
| (kwee-DAH-doe con las LEE-knee-AS de E-lek-tree-si-
  dad)                                          |                                                      |
| Your clothes can get entangled in this machinery  | Tu ropa se puede enredar en esta maquina             |
| (to roe-PA ce PU-EE-de EN-re-DAR en ES-tah MAK-
  EE-na)                                        |                                                      |
<p>| Crush hazard                                      | No te vayas a machucar                               |
| (No te VA-yaz a ma-CHU-car)                        |                                                      |
| Careful in case the cow kicks                     | Cuidado en caso que la vaca patea                    |
| (kwee-DAH-do en ka-so que la va-cah PA-te-ah)      |                                                      |
| Move to the right                                 | Muévase al derecho                                  |
| (moo-E-VAH-se al deh-re-CHO)                      |                                                      |</p>
<table>
<thead>
<tr>
<th>Move to the left</th>
<th>Muévase a la izquierda</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(moo-E-VAH-se a la IS-keer-DAH)</td>
</tr>
<tr>
<td>Look behind you</td>
<td>Mire atrás</td>
</tr>
<tr>
<td></td>
<td>(ME-re a-TRAS)</td>
</tr>
<tr>
<td>Use seatbelt</td>
<td>Use cinturon</td>
</tr>
<tr>
<td></td>
<td>(oo-se SIN-tu-ronе)</td>
</tr>
<tr>
<td>Careful driving</td>
<td>Cuidado manejando</td>
</tr>
<tr>
<td></td>
<td>(kwee-DAH-do MAN-eh-HAN-doe)</td>
</tr>
<tr>
<td>It’s an emergency!</td>
<td>Es una emergencia!</td>
</tr>
<tr>
<td></td>
<td>(es un emm-er-HEN-sia)</td>
</tr>
<tr>
<td>You’re injured</td>
<td>Estás herido</td>
</tr>
<tr>
<td></td>
<td>(EH-stas ER-ee-doe)</td>
</tr>
<tr>
<td>You’re sick</td>
<td>Estas enfermo</td>
</tr>
<tr>
<td></td>
<td>(EH-stas EN-fer-moe)</td>
</tr>
<tr>
<td>We need to go to the hospital</td>
<td>Necesitamos ir al hospital</td>
</tr>
<tr>
<td></td>
<td>(nes-ES-si-TA-mos EER al OS-pee-TAL)</td>
</tr>
</tbody>
</table>
Workers Say:
“(I left because) the work was in three shifts...There was no chance to sleep. It didn’t give time to sleep.”

Farmers Say:
“It takes about five hours to milk, then they have a break, like an hour, then they come back and milk again.”

“Let’s say we are hiring American workers, I would have to hire two people for every one worker I have right now.”

Guiding Questions

➢ Are your workers getting enough sleep?
➢ Are your workers given their schedules far enough in advance to plan for non-work activities?
➢ Are your workers’ schedules predictable?

How many hours is too many?

Our research has revealed that most dairy farm workers work 65 or more each week, many times with at least one worker doing split shifts. Scheduling is a challenge for both employers and workers. Workers are here primarily to earn money so they are willing to work long hours but the lack of sleep can take a toll. Sleep deprived workers are more prone to accidents. If workers feel rested they are more motivated to do the job well. Workers who feel that their needs are regularly accommodated in the scheduling process are more likely to be flexible and fill in for someone when needed. In conversations with workers we have found that not knowing their schedule far enough in advance to schedule any kind of off-farm social or family life is a major factor in a worker’s decision to change employers.

Split Shifts

One the most common workplace challenges mentioned by the Latino employees interviewed is the difficulty of working split shifts. It is not uncommon for workers to work 12-15 hours per day, but not consecutively. This means that workers only get a complete 8-hour night sleep once per week. One farm scheduled its workers for a six hour shift on, three off, then another six to eight hours on. The workers said that by the time they ate, did laundry and fell asleep, they were only sleeping more than four to five hours at a stretch once per week. A worker’s physical and mental health degrades quickly under such circumstances. That type of schedule is not sustainable over a long period of time. Farms whose employees have stayed for many years have worked with farmworkers to find schedules that match the needs of the workers with the demands of the farm labor.

Helpful tips:

- Give at least one complete day off every week.
- Make schedules the same from week to week whenever possible.
- Discuss preferred work times with workers.
- If you have female workers be sure to ask them if there are any other workers that they do not feel comfortable working alone with, and why.
- Make sure that workers who have to begin work in the dark have either adequate transportation or lighting to safely walk to and from the barn.
Guiding Questions

➢ Do you provide housing for your workers?
➢ Do you include housing maintenance repairs as part of your overall farm budget?
➢ Is the refrigerator large enough for the number of people living in the house?
➢ Do workers have access to a washing machine and dryer inside their house, especially during the winter?
➢ Do farmers provide plates, cups, cooking pans, and utensils?
➢ Are there adequate locks and keys for every employee?
➢ Is there adequate outdoor lighting for female employees to feel safe?

Housing for Non-local Workers

The current workforce on dairy farms is typically not from local communities, so increasingly farmers provide housing to their employees. Most farmers provide housing so their workers will have a nearby location to rest. Good housing contributes to worker satisfaction and greater productivity on the farm.

Some farmers place a high priority on providing good-quality housing, while others find housing to be a necessary but challenging aspect of farm management. This situation can create challenges for those that own the housing as well as the occupants. Given that dairy farmers typically provide housing to their employees, it is important to have clear housing expectations for standards of care, maintenance, visitors and security issues. Each farmer views their role differently, but through our research we have identified some best practices that can be applied industry-wide. (See Housing Quality Checklist, page 98)

Farmworkers place priority on good housing since these housing units are their primary “social spaces”, especially during the harsh winter. It is common, however, that workers are assigned housing without an explicit discussion of expectations. Through our research, farmworkers often express confusion about which housing issues should be communicated to farm owners and who is the designated person overseeing housing. In housing where the occupants are related, they often create their own “house rules”. When unrelated individuals share living quarters, such guidelines are less clear and often non-existent.

Our research has shown that workers’ housing preferences may be different from what employers expect. For those farms considering housing improvements, it is important to involve workers in discussions about housing preferences. While farmers may offer newer or more spacious housing, some workers may prefer to remain in their current location based on criteria such as distance to work, closeness to family members, or sense of security.

Helpful Tips

• Avoid crowded environments which may create tensions among housemates and sanitation concerns.

• Make it clear if there are any special services being paid for (cable, phone, internet).

• Notify workers if paychecks are adjusted for the costs of housing, utilities or any services.

What Farmers Say:

“If someone has nicer [farmworker] housing than us, that is when we build new housing. I am not gonna be second or third when it comes to quality or standards”
• Include a discussion on how to use appliances during worker orientation.

• Include a walk-through of the housing in every worker’s orientation. Include important emergency features such as the location of gas and water shut-off valves, circuit breaker operations, and how to turn-off smoke detectors with disabling them.

• Identify a point person to relay housing concerns and post the contact number in a common area of the house.

Repairs and Maintenance

Often farmworker housing may be older housing stock, and as a result, farmers may face challenges with repairs and maintenance. Typical farmworker housing in NYS may also differ greatly from housing in the workers’ home countries. Therefore, these farmworkers are not accustomed to weather-related challenges such as frozen pipes, flooding, heat loss, etc. Farmworkers that come from warmer climates may be more susceptible to cold weather and consequently may try to accommodate that by turning up the heat. Minor weatherproofing would contribute to a significantly more comfortable housing environment. Typical housing may include appliances such as microwaves, washing machines, dryers, gas and electric stoves that workers may have never operated before coming to the U.S. This highlights the need to ensure that new occupants understand how to safely operate such appliances, how to identify and when to report problems. Our research highlighted that workers value having washers and dryers, thus avoiding having to transport dirty laundry to town. Access to laundry facilities was often raised by farmworkers as a critical amenity for their well-being. Farmworkers expressed their hesitancy to raise housing concerns with their employers. Consequently, it is helpful to develop a regular schedule for farmers to ask about workers’ housing conditions. Some farmers ask for permission to enter periodically to check if anything needs to be fixed. Some schedule regular bi-weekly inspections and others never enter worker housing. Naturally, the farmer must be respectful of how people choose to use their own space, while keeping track of items that need to be repaired or replaced.

Farms may have a designated individual that the workers talk to when housing problems occur. It is important for farmers to communicate who oversees housing to new employees and make sure they have a telephone number or other way to contact that person. Ideally, the owners are notified immediately when repairs are needed and the issue is addressed.

Regular communication about housing issues can avoid both worker and farmer frustrations with housing repairs and maintenance. Our research underscores the

What Workers Say:

“In the room where I sleep, water is always dripping from the ceiling”

“When one bathes, it takes about 2 hours for the water to heat up, so no one can use (the hot water). Even if someone needs to use it they won’t be able to get hot water.”

What Farmers Say:

“After a worker complained about their room being cold, every bedroom now has its own electric baseboard heater with a controller.”

“You have to go into their house on a periodic basis because they won’t tell you when the cabinet that holds the bathroom sink has completely fallen apart. You know they won’t tell you any of that stuff. They don’t tell you the tub shower just runs constantly...I’m in there once every three weeks I would say.”
importance of responding to housing concerns in a timely manner. Not responding to complaints sends a message that the farmer does not prioritize the workers’ needs over other farm concerns. Housing varies greatly, both in quality and housing arrangements among workers; while some housing may have more of a family environment, others might have a more barrack style environment with several men living in the same dwelling. Newer, younger, or non-family related workers may find it difficult to voice their concerns or to identify to whom they should relay their questions. Despite these differences, our research with farmworkers highlights some common themes.

House Rules

We recognized that in those housing units where workers had established rules, there were fewer misunderstandings and complaints about housemates. Farmers may wish to support workers in their efforts to establish household rules. Some rules included sanitation, cleaning, drinking, and drugs. Some farms have banned drinking and drugs and on one farm there was a problem with prostitution. The owners began to monitor suspicious cars and individuals coming and going from the worker housing and were able to eliminate the problems. However, be careful not to impose regulations that are heavy-handed or against farmworkers’ rights as tenants on your property. A sense that one’s life is monitored or controlled is often a motivation for leaving the farm.

Helpful Tips

- Provide a clean and healthy living environment for the workers.
- Help workers to develop a system for ensuring that the housing is kept clean. Remember that workers have expressed that good housing conditions are an important factor for remaining on the farm.
- Establish a protocol to follow in case of an emergency, such as a break-in or a fire.
- Check smoke detector batteries and function twice per year.

Sanitation

It is common that workers are expected to do household chores on their day off. In housing with unrelated individuals, it may be useful to outline expectations about cleanliness and sanitation.

Consider the following when developing sanitation guidelines:

- Develop a timeline for trash removal, and provide necessary receptacles
- Make sure workers understand where to put trash and when to take it out, etc.
- Set up a system for workers to communicate to a designated person about issues regarding sanitation. Prompt responses are essential.
- Define cleanliness expectations and encourage dialogue between housemates to reduce conflict.
- If the farm recycles, the employer should explain recycling practices to new workers (i.e. what can be recycled, pick-up location, etc.)
Interpersonal Conflicts

On farms that provide housing, it is assumed that employees will resolve interpersonal conflicts without employer interventions. However, it is important for the employer to be aware of the way that their actions may create or worsen conflicts between employees. Situations like last-minute scheduling changes can result in conflicts between workers and resentment towards the employer. Examining strategies or resources to address workplace conflicts is recommended.

Our research highlighted the following:

- Workforces are often based on family ties that can have both positive and negative influences on solidarity.
- Workers from the same family, or from the same community, may view themselves to be part of a unified work team, leading to a better work environment overall.
- Farmers may expect cohesion among workers that share a language and broad culture, however, our research identified areas of interpersonal conflicts based on national or regional differences.
- Favoritism and perceived favoritism may aggravate personal conflicts.
- Some workers expressed discomfort with Hispanic supervisors based on their role as an intermediary for communicating with the employer.
- Interpersonal conflicts can affect communication and the relay of information. On one farm, workers that were not getting along would not relay information to each other.
- These dynamics should be considered when making housing assignments and decisions about workplace communication channels.

Farmworker Housing Security Issues

Recent concerns have been raised regarding personal security and break-ins at farm-provided housing. It is the owner's responsibility to ensure that housing has adequate locks, outdoor lighting, smoke detectors, fire extinguishers, instructions for use of fire extinguishers and a fire escape plan. Outdoor lighting is particularly important on those farms where workers must walk to other buildings during non-daylight hours. It is helpful to discuss the importance of locks on farmworker housing since it is advisable that houses are locked at all times. There have been burglaries that specifically target farmworker housing with the knowledge that the residents may be hesitant to notify the police. There should be a bilingual fire escape plan explained to workers and then posted in an easily visible area. Before a security event occurs, it is important that farm managers discuss their strategy for contacting police, fire officials, and other agency representatives in the event of an emergency. Since some workers do not have proper immigration documents, they will be hesitant to contact law enforcement or 911.

Below are some helpful questions for discussion:

- Who should be the primary contact person in the event of a robbery, break-in, fire, or other housing-related emergency?
- Who should be a secondary contact in the event that the primary contact is not available?
- Do all workers have the telephone numbers of these two (or more) people?
- Should improperly documented workers leave the site of the emergency after calling 911?
### Housing Quality Checklist

**Lista de verificación mensual para la vivienda**

This list can be used for a monthly check-in on workers' housing needs.

Se recomienda usar esta lista para verificar las necesidades de mantenimiento o limpieza en la vivienda de los trabajadores.

**Date/ Día: ______________  Checked by/ Revisado por: ______________**

| Kitchen / Cocina | Needs repair / Necesita reparaciones | Date/Time to Fix  
|------------------|-------------------------------------|-------------------
| **STOVE / ESTUFA** | ![Image](stove.png) |                     |
| **REFRIGERATOR /  
REFRIGERADORA** | ![Image](refrigerator.png) |                     |
<p>| <strong>MICROWAVE / MICROONDAS</strong> | <img src="microwave.png" alt="Image" /> |                     |
| <strong>SINK / LAVAMANO</strong> | <img src="sink.png" alt="Image" /> |                     |
| <strong>CABINETES / GABINETES</strong> | <img src="cabinets.png" alt="Image" /> |                     |
| <strong>SOFA / EL SOFÁ</strong> | <img src="sofa.png" alt="Image" /> |                     |
| <strong>TABLE / LA MESA</strong> | <img src="table.png" alt="Image" /> |                     |</p>
<table>
<thead>
<tr>
<th>Bathroom / El baño</th>
<th>Needs repair / Necesita reparaciones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SHOWER / REGADERA</strong></td>
<td>![Shower Image]</td>
</tr>
<tr>
<td><strong>BATHTUB / BAÑERA</strong></td>
<td>![Bathtub Image]</td>
</tr>
<tr>
<td><strong>SINK / LAVAMANO</strong></td>
<td>![Sink Image]</td>
</tr>
<tr>
<td><strong>TOILET / INODORO</strong></td>
<td>![Toilet Image]</td>
</tr>
<tr>
<td><strong>SHOWER CURTAIN / CORTINAS</strong></td>
<td>![Shower Curtain Image]</td>
</tr>
<tr>
<td><strong>WALLS / PAREDES</strong></td>
<td>![Walls Image]</td>
</tr>
<tr>
<td><strong>FLOOR / PISO</strong></td>
<td>![Floor Image]</td>
</tr>
<tr>
<td>Bedroom / El cuarto</td>
<td></td>
</tr>
<tr>
<td><strong>Number of occupants / ______</strong></td>
<td><strong>Numero de personas</strong></td>
</tr>
<tr>
<td><strong>Number of beds / ___</strong></td>
<td><strong>Numero de camas</strong></td>
</tr>
<tr>
<td><strong>BED / CAMA</strong></td>
<td>![Bed Image]</td>
</tr>
</tbody>
</table>
### Bedroom / El cuarto
- Needs repair / Necesita reparaciones

**DRESSER / GABINETE**

### Bedroom / El cuarto
- Needs repair / Necesita reparaciones

**WINDOWS / VENTANAS**

### Utilities / Servicios
- Needs repair / Necesita reparaciones

**HEAT / CALEFACCIÓN**

### Utilities / Servicios
- Needs repair / Necesita reparaciones

**LIGHTING / LUZ**

### Utilities / Servicios
- Needs repair / Necesita reparaciones

**ELECTRICITY / ELECTRICIDAD**

### Utilities / Servicios
- Needs repair / Necesita reparaciones

**WASHING MACHINE / LAVADORA**

### Utilities / Servicios
- Needs repair / Necesita reparaciones

**DRYER / SECADORA**

### Utilities / Servicios
- Needs repair / Necesita reparaciones

**SMOKE DETECTOR / DETECTOR DE HUMO**
<table>
<thead>
<tr>
<th>Utilities / Servicios</th>
<th>Needs repair / Necesita reparaciones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THERMOSTAT / TERMOSTATO</strong></td>
<td>![Thermostat Image]</td>
</tr>
<tr>
<td><strong>POTABLE WATER / AGUA POTABLE</strong></td>
<td>![Water Faucet Image]</td>
</tr>
<tr>
<td><strong>LOCKS ON ALL DOORS / CERRADURAS EN TODAS LAS PUERTAS</strong></td>
<td>![Lock Image]</td>
</tr>
</tbody>
</table>
Off-farm Social Life

Guiding Questions

➢ Do your workers have access to off-farm transportation for personal activities?
➢ Do you provide your workers with information regarding English Language tutoring?
➢ Do your workers have friends outside the farm or go out to dance, eat, or worship?

Many workers living on farms emphasize the importance of having a social life beyond the farm. Unfortunately, several barriers prevent a worker from experiencing a fulfilling off-farm social life. Some employers prohibit workers from purchasing vehicles based on a concern that more frequent movement off the farm increases the likelihood of an encounter with law enforcement. Thus, immigration concerns influence a worker’s decision to travel off the farm. Low English-speaking abilities, work schedules, and the inability to travel independently between the farm and town, limit worker’s interactions with locals.

Continually living and working in the same space with the same people can have varying impacts. For those that have established close relationships, this environment can strengthen friendships and bonds. For unrelated individuals, these close quarters can affect their happiness and be a source of conflict.

Workers who are involved in the community have an outlet other than work. They are therefore better able to tolerate heavy workloads with diligence and a good attitude. While community involvement inherently has its risks for this population, it also has its benefits. When workers establish relationships with others in the community, they are more likely to develop connections that could prove to be valuable should a problem occur.

What Workers Say:

“The bosses are against people buying a car... so we don’t have a car. Some of us could possibly afford a car, but instead of that we have to wait for and pay for a ride.”

“I don’t get together with anybody because we’re here working.”

“I just like to ride to town every two weeks, with someone I trust.”

Helpful Tips

• Support workers to become involved in the community by arranging transportation that makes this possible.
• Facilitate connections between workers and local organizations such as church groups, soccer leagues, and school related groups to improve their off-farm social life.
• Explore trusted transportation options.
Transportation to Stores and Clinics

Farmers can support off-farm travel in several ways. Workers need to travel off-farm to attend social functions, shop for groceries and personal amenities, and access medical services. Many farmers feel an obligation to help transport their workers; they also worry about their social isolation. While workers often rely on farmers or their spouses for rides, this system can be inadequate when workers’ needs and farmers’ schedules do not align. Also, short trips to town, typically to one or two locations, do not allow time for socializing.

On some farms, owners organize trusted drivers, but when workers are required to find their own transportation, they can fall prey to raiteros, local individuals that offer rides for pay. This is particularly common on those farms where employers ban cars to protect their workers from the risk of being pulled over and detained by law enforcement. Depending on the distance from the farm to the store, some workers reported that they have been charged up to $100 for a single ride. Raiteros have also been known to work with immigration authorities, making farmers’ guidance in the selection of drivers even more important. Some farmers make special efforts to ensure workers have opportunities to meet with friends and relatives that live in other parts of the state or organize special outings for their workers.

Helpful Tips

• Be aware of workers’ social isolation and dependency on rides; make an effort to make rides to off-farm activities frequent and accessible.

• On farms that ban cars, discuss with workers why they are not allowed to have cars (so they know it’s in their own interest too).

• Create a farm system for obtaining transportation to the store and to cash checks.

• If you can offer rides, try to create a ride schedule or a request system that corresponds to the needs of workers

• Find drivers that are trustworthy and negotiate a reasonable price for rides off-farm.

Linkages with Schools

For those farmworkers that have school-aged children, it is important to insure that farmworker parents are able to attend important school functions such as parent-teacher conferences and school events. Parent-teacher associations may facilitate transportation to these events.

Helpful Tips

• Contact the school to learn about resources for non-English speaking parents.

• Discuss scheduled school events and the academic calendar.

• Facilitate transportation to school events. Provide transportation if possible.

• Contact the PTA for ride options.

What Farmers Say:

“Last year I took them [worker and worker's child] to the library about once a week, for six weeks maybe. Because he had told me the school said his child was reading a little lower than average or something. So I took him, which was fine.”
English Classes to Reduce Social Isolation

Many workers are interested in learning English while in the United States. This ability will allow them to interact more with locals, protect them from predatory raieros or other individuals, and equip them with a useful skill for the future. Most importantly, being able to speak English will help workers communicate with farmers and managers, improving workplace communication and farm efficiency. Bilingual workers are often promoted quickly and become real assets to the farm, acting as translators between workers and farmers.

Helpful Tips

- Explore the available resources for English classes for the workers. (see English Language Resources page 12)
- Make courses and materials available to workers whenever possible.
- Contact local organizations to facilitate worker access to English classes.

Visiting Friends and Family

Some farmworkers have relatives and friends that work on farms in the area or other parts of the state. Special family events such as birthday parties, holiday celebrations, and baby showers may be the only time workers socialize off the farm.

Helpful Tips

- To avoid social isolation and the negative consequences this entails, it is recommended that employers adjust schedules to allow workers to attend important family events off the farm when possible.
- Offer workers the use of a large space on the farm to host social events.
<table>
<thead>
<tr>
<th>GENERAL WORDS</th>
<th>PALABRAS GENERALES</th>
<th>GENERAL WORDS</th>
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<td>baby calf (female)</td>
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<td>ser preñada/cargada</td>
<td>calf hutch</td>
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| FARM MACHINERY   | MAQUINARIA AGRICOLA            |                             |                               |
| bale             | paca/fardo                     |                             |                               |
| baler            | empacadora de heno             |                             |                               |
| chopper          | picadora                       |                             |                               |
| harvester        | cosechadora                    |                             |                               |
| feeder           | comedero                       |                             |                               |
| greaser          | engrasadora                    |                             |                               |
| hammer           | martillo                       |                             |                               |
| harrow           | rastra                         |                             |                               |
| hay elevator     | elevator de heno               |                             |                               |
FARM MACHINERY | MAQUINARIA AGRICOLA | to turn on | prender
loader | cargador | to wash | lavar
mixer | mezcladora | to wipe | limpiar
plow | arado | MILKING PROCEDURES | PROCEDIMIENTOS DE ORDEÑO
rake | rastrillo | automatic | automático
scale | báscula | barn | establo
dead driller | sembradora | cooler | enfriador
shovel | pala | corral | corral
filter | MILKING ROOM | filter | filtro
infection | bacteria | MILKING ROOM | SALA DE ORDEÑO
microbes | microbios | automatic | automático
milk | leche | barn | establo
cow | vaca | cooler | enfriador
disinfectant | desinfectante | corral | corral
soap | jabón | pulsators | pulzadores
suction | succión | to leak | gotear
bacteria | bacteria | sanitizers | desinfectante
milking parlor | sala de ordeña | to leak | gotear
milking tank | tanque de leche |stroms | pulzadores
milking system | sistema de ordeña | stall | establo/cúblico
BARN MAINTENANCE | MANTENIMIENTO DE LOS ESTABLOS
to clean up | limpiar
alley | pasillo
to dip | sumergir
to disinfect | desinfectar
to dry | secar
to milk | ordeñar
to strip | ordeñar a mano/despunte
to turn off | apagar
to move | mover
to rinse | enjuagar
to turn on | prender
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<th>SAFETY</th>
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<td>barrer</td>
<td>sickness</td>
<td>enfermedad</td>
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<td>apagar, cerrar</td>
<td>strong</td>
<td>fuerte</td>
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<td>suficiente</td>
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<td>to chop</td>
<td>picar</td>
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<td>sobre calentado/caliente</td>
<td>to feed</td>
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<td>to eat</td>
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<td>mask</td>
<td>mascarilla</td>
<td>vitamins</td>
<td>vitaminas</td>
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<td>old</td>
<td>viejo/a</td>
<td>to grind</td>
<td>moler</td>
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</tbody>
</table>
**SENTENCES: (BREEDING)**

Are the Bulls mounting her?
The bull in this pen, be careful.
How long has the cow been in heat?
Does this cow need to be preg-checked?

**FRASES (CRIANZA)**

¿Están los toros montándola?
El toro está en este corral, tenga cuidado.
¿Cuánto tiempo lleva en celo la vaca?
¿Necesita sta vaca ser inspeccionada para ver si está prenada/cargada?

**SENTENCES: (PERSONAL ISSUES, NEEDS OR TERMS)**

What is your uncle’s name?
Did you eat your breakfast?
How many brothers do you have?
Is your grandma sick?
Did you go to the picnic?
Your children don’t have school today.
How is your family doing?
When are you going to the park?
Where are you from?
How long are you going to be gone?
Do you need to go to the market?
Where is your wife?

**FRASES: (NECESIDADES O TERMINOS PERSONALES)**

¿Cómo se lama su tío ?
¿Desayunó
¿Cuántos hermanos tiene?
¿Está su abuela enferma?
¿Fue al día de campo?
Sus niños no tienen escuela hoy.
¿Cómo se encuentra su familia?
¿Cuándo va a ir al parque?
¿De dónde es usted?
¿Cuánto tiempo va a estar ausente?
¿Necesita ir al mercado?
¿Dónde está su esposa?

**SENTENCES: (CALVES)**

Please clean this calf.
Did this calf get colostrum?
Do the calves have diarrhea?
Please feed the calves now.
Did you dip the navel in iodine?
Is the calf a heifer?
Does this calf have good suckle response?

**FRASES: (BECCEROS)**

Por favor, limpíe esta ternera.
¿Tomó calostro este becero?
¿Tienen diarrea los becerros?
Por favor, alimente los becerros ahora.
¿Le sumergió el ombligo en iodo?
¿Es una becerra?
¿Tiene esta becerra a Buenos instintos para amamantar?
**SENTENCES: (CALVES)**

Please clean all the feeding buckets and bottles.

Please clean this hutch.

Is there blood (mucus) on the tail?

Please feed these calves hay.

Please feed these calves off the ground.

How old is the calf?

This is the calf pen.

**FRASES: (BECCEROS)**

Por favor, limpie todos los botes y botellas de las becerras.

Por favor, limpie este criadero.

¿Hay sangre (moco) en la cola?

Por favor, alímente estos becerros con heno.

Por favor, alímente estos terneros arriba del suelo.

¿Cuál es la edad del becerro/a?

Este es el corral para el becerro/a.

**SENTENCES: (FARM MACHINERY)**

Please grease the baler.

Please use the chopper.

Use the tractor to plow.

Put the plow on the tractor.

Pull the wagon with the truck.

Where are the wrenches?

Please fix the loader.

Please disk this field.

Did you check the oil?

Did you check the gasoline?

**FRASES: (MAQUINARIA AGRICOLA)**

Por favor, engrase la empacadora de heno.

Por favor, use la picadora.

Use el tractor para arar.

Ponga el arado al tractor.

Jale el vagón con el camión.

¿Dónde están las llaves?

Por favor, arregle el cargador.

Por favor, barbeche este campo con los discos.

¿Revisó el aceite?

¿Revisó la gasolina?

**SENTENCES: (MILKING PROCEDURES)**

Please dip teats.

Please disinfect the teats.

Milk these cows.

Strip the teats by hand.

**FRASES: (PROCEDIMIENTOS DE ORDEÑO)**

Por favor, sumerja las tetillas.

Por favor, desinfecte las tetillas.

Ordeñe estas vacas.

Despunte las tetillas a mano.
Turn on the milking machine.
Wash the milking machine.
Wash with soap.
Wash the udder.
Where is the cow?
Where is the disinfectant?
**SENTENCES: (BARN MAINTENANCE)**
Please clean the milking parlor.
Please fix the door.
Please wash the hallway.
Please repair the stall.
Please paint the walls.
Please bed more deeply.
Please change the bedding more often

The bedding is too dirty.
Please close the gate.
You need to clean better.
Please clean the milking equipment.
Please use paper towels.
Waiting room.

**SENTENCES: (SAFETY)**
Is there blood on your hand?
Please wear safety glasses.
Do you have a fever?
Don’t touch the electric wire.
Don’t touch, this is very hot!
Please wear your gloves.

**FRASES: (MANTEINEIMIENTO DE LOS ESTABLOS)**
Por favor, limpie la sala de ordeñadora.
Por favor, repare la puerta.
Por favor, lave el corridor.
Por favor, repare el establo.
Por favor, pinte las paredes.
Por favor, ponga más aserrín/cama.
Por favor, cambie el aserrín/la cama más seguido.
La cama está muy sucia.
Por favor, cierre la puerta.
Usted necesita limpiar mejor.
Por favor, limpie el equipo de ordeñadora.
Por favor, use toallas de papel.
Cuarto de espera.

**FRASES: (SEGURIDAD)**
¿Tiene sangre en las manos?
Por favor póngase los lentes de protección.
¿Tiene fiebre?
No toque este alambre eléctrico.
¡No toque, esto está muy caliente!
Por favor use guantes.
<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be careful with the mean bull.</td>
<td>Cuidado con el toro bravo</td>
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<tr>
<td>Don’t touch these chemicals.</td>
<td>No toque estos químicos.</td>
</tr>
<tr>
<td>Are you sick?</td>
<td>¿Está usted enfermo?</td>
</tr>
<tr>
<td>Do you need to see medical doctor?</td>
<td>Necesita ver al medico/doctor?</td>
</tr>
</tbody>
</table>

**SENTENCES: (FEEDS)**

- Feed alfalfa hay.
- Feed grass hay.
- Feed the cows.
- Give concentrate to the cows.
- This is moldy hay.
- Where is the concentrate?
- Where are the minerals?

**FRASES: (ALIMENTACIÓN)**

- Alimente con heno de alfalfa.
- Alimente con heno de zacate.
- Alimente a las vacas.
- Dé concentrado a las vacas.
- Este heno tiene moho.
- ¿Dónde está el concentrado?
- ¿Dónde están los minerales?
<table>
<thead>
<tr>
<th>PALABRAS GENERALES</th>
<th>GENERAL WORDS</th>
<th>PALABRAS GENERALES</th>
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<p>| NECESIDADES O TERMS FOR PERSONAL | GANADO JOVEN          | YOUNGSTOCK          |</p>
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<td>loader</td>
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<td>harvester</td>
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<tr>
<td>comedero</td>
<td>feeder</td>
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<tr>
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<td>hay elevator</td>
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<tr>
<td>engrasadora</td>
<td>greaser</td>
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<td><strong>MAQUINARIA AGRICOLA</strong></td>
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<tr>
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<td>to wipe, to clean up</td>
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**MANTENIMIENTO DE LOS ESTABLOS**

- apagar, cerrar: to shut off
- barrer: sweep
- casa: house
- cerca: fence
- corral: corral
- cubículo: stall
- delgado/a: thin
- frio: cold

**SALA DE ORDEÑO**

- automático: automatic
- corral: corral
- enfriador: cooler
- enjuagar: to rinse
- estable: barn
- estable/cúbículo: stall
- filtro: filter
- gotear: to leak
- inspección: inspection
- mover: to move
- oficina: office
- ordeñador: milker
- pezonera: teat cup
- pulzadores: pulsators
- sala de ordeña: milking parlor
- sistema de ordeña: milking system
- tanque de leche: milking tank
- tubería: pipelines

**MILKING ROOM**

- apagar: to turn off
- corral: corral
- cooler: cooler
- to rinse: to rinse
- barn: barn
- stall: stall
- to leak: to leak
- inspection: inspection
- to move: to move
- office: office
- milker: milker
- teat cup: teat cup
- pulsators: pulsators
- milking parlor: milking parlor
- milking system: milking system
- milking tank: milking tank
- pipelines: pipelines

**BARN MAINTENANCE**

- to shut off: to shut off
- sweep: sweep
- house: house
- fence: fence
- corral: corral
- stall: stall
- thin: thin
- cold: cold
<table>
<thead>
<tr>
<th>Spanish Word</th>
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<td>boss</td>
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<td>to clean up</td>
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<td>office</td>
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<td>puerta</td>
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<td>waterer</td>
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<td>dolor</td>
<td>pain</td>
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<td>sick</td>
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<tr>
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<td>female</td>
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<td>safety glasses</td>
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<tr>
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<td>pounds</td>
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<tr>
<td>ALIMENTACIÓN</td>
<td>FEEDS</td>
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<td>mohó, hongos</td>
<td>mold</td>
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<tr>
<td>moler</td>
<td>to grind</td>
</tr>
<tr>
<td>picar</td>
<td>to chop</td>
</tr>
<tr>
<td>pulpa de remolacha/ betabel</td>
<td>beef pulp</td>
</tr>
<tr>
<td>semilla de algodón</td>
<td>cotton seed meal</td>
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<tr>
<td>silo de zacate/pasto</td>
<td>silage</td>
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<td>enough</td>
</tr>
<tr>
<td>vitaminas</td>
<td>vitamins</td>
</tr>
<tr>
<td>zacate, pasto</td>
<td>grass</td>
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</table>
GENERAL SENTENCES

Dump all milk from the treated cows
Which cow is sick?
Which leg is lame?
Which quarters are infected?
How long has this cow had diarrhea?
How long has this cow been sick?
How long has it been that this cow hasn’t eaten?
This drug is given in a muscle.
This drug is given intravenously only.
This drug is given subcutaneously.
Is the milk abnormal?
Is this cow constipated?
Did you give the medicine?
You need to give this drug twice daily.
Milk this cow last.
Please move this cow to the sick pen.
Please put the medicines in the refrigerator.
Does this cow have mastitis?

SENTENCES: (WEATHER)

The sky is very dark.
The sun is very hot.
It is a rainy season.
This is a rainy spring.
It’s hot.
Hace mucho frío hoy.
Hay luna llena esta noche.
Hoy está muy húmedo.
Se está inundando en todas partes.
Tenemos un invierno muy largo este año.
¿Va a llover mañana?

It is very cold today.
The moon is full tonight.
Today is very humid.
It is flooding everywhere.
We’re having a long winter this year.
Is it going to rain tomorrow?

FRASES: (CRIANZA)
Esta vaca necesita ser inseminada hoy.
¿Cuáles vacas están en celo?
Este toro es peligroso.
¿Usted ha revisado/ observado las vacas para ver si están en celo hoy?
¿Es este el tanque de semen?
¿Dónde está el equipo de inseminación artificial?
¿Hay mocos con sangre en la cola?
¿Tiene esta vaca una infección uterina?
¿Están los toros montándola?
El toro está en este corral, tenga cuidado.
¿Cuánto tiempo lleva en celo la vaca?
¿Necesita esta vaca ser inspeccionada para ver si está preñada/cargada?
¿Hay sangre (moco) en la cola?

SENTENCES: (BREEDING)
This cow needs to be bred today.
Which cows are in heat?
This bull is dangerous.
Did you heat check the cows today?
Is this the semen tank?
Where is the breeding equipment?
Is there blood (mucus) on the tail?
Does this cow have a uterine infection?
Are bulls riding her?
The bull in this pen, be careful.
How long has the cow been in heat?
Does this cow need to be preg-checked?
Is there blood (mucus) on the tail?

FRASES: (NECESIDADES O TERMINOS PERSONALES)
¿Cómo se encuentra su familia?
¿Cómo se llama su tío?
¿Cuándo va a ir al parque?

SENTENCES: (PERSONAL ISSUES, NEEDS OR TERMS)
How is your family doing?
What is your uncle’s name?
When are you going to the park?
¿Cuánto tiempo va a estar ausente?
How long are you going to be gone?
How many brothers do you have?
How many brothers do you have?
Where are you from?
Where are you from?
¿Desayuno?
Did you eat your breakfast?
¿Dónde está su esposa?
Where is your wife?
¿Está su abuela enferma?
Is your grandma sick?
¿Fue al día de campo?
Did you go to the picnic?
¿Necesita ir al mercado?
Do you need to go to the market?
Sus niños no tienen escuela hoy.
Your children don't have school today.

**FRASES: (BECEROS)**

Por favor, limpie esta ternera.
Please clean this calf.
¿Tomó calostro este becero?
Did this calf get colostrum?
¿Tienen diarrea los becerros?
Do the calves have diarrhea?
Por favor, alimente los becerros
Please feed the calves now.
Por favor, limpie todos los botes y botellas de las becerras.
Please clean all the feeding buckets and bottles.
Por favor, limpie este criadero.
Please clean this hutch.
¿Le sumergió el ombligo en iodo?
Did you dip the navel in iodine?
¿Es una becerra?
Is the calf a heifer?
¿Tiene esta becerra a buenos instintos
Does this calf have good suckle response?
Por favor, alimente estos becerros con heno.
Please feed these calves hay.
Por favor, alimente estos terneros arriba del suelo.
Please feed these calves off the ground.
¿Cuál es la edad del becerro/a?
How old is the calf?
Este es el corral para el/la becerro/a.
This is the calf pen.

**FRASES: (MAQUINARIA AGRICOLA)**

¿Dónde están las llaves?
Where are the wrenches?
Jale el vagón con el camión.
Pull the wagon with the truck
Por favor, engrase la empacadora de heno.
Por favor, use la picadora.
Ponga el arado al tractor.
Por favor, arregle el cargador.
Por favor, barbeche este campo con los discos.
¿Revisó el aceite?
¿Revisó la gasolina?
Use el tractor para arar.

**FRASES: (PROCEDIMIENTOS DE ORDEÑO)**

¿Dónde está la vaca?
Despunte las tetillas a mano.
Lave con jabón.
Lave la ordeñadora.
Lave la ubre.
Ordeñe estas vacas.
Por favor, desinfecte las tetillas.
Por favor, sumerja las tetillas.
Prenda la ordeñadora.

**SENTENCES: (MILKING PROCEDURES)**

Where is the cow?
Strip the teats by hand.
Wash with soap.
Wash the milking machine.
Wash the udder.
Milk these cows.
Please disinfect the teats.
Please dip teats.
Turn on the milking machine.

**FRASES: (MANTENIMIENTO DE LAS SALAS/ESTABLOS)**

Cuarto de espera.
Dónde está el desinfectante?
La cama está muy sucia.
Por favor, cambie el aserrín/la cama más seguido.
Por favor, cierre la puerta.
Por favor, lave el pasillo.

**SENTENCES: (BARN MAINTENANCE)**

Waiting room.
Where is the disinfectant?
The bedding is too dirty.
Please change the bedding more often.
Please close the gate.
Please wash the hallway.
Por favor, limpie el equipo de ordeña.
Por favor, limpie la sala de ordeña.
Por favor, pinte las paredes.
Por favor, ponga más aserrín/cama.
Por favor, repare el establo.
Por favor, repare la puerta.
Por favor, use toallas de papel.
Usted necesita limpiar mejor.

Por favor, limpie el equipo de ordeña.
Por favor, limpie la sala de ordeña.
Por favor, pinte las paredes.
Por favor, ponga más aserrín/cama.
Por favor, repare el establo.
Por favor, repare la puerta.
Por favor, use toallas de papel.
Usted necesita limpiar mejor.

**FRASES: (SEGURIDAD)**

Cuidado con el toro bravo.
¿Está usted enfermo?
¿Necesita ver al medico/doctor?
No toque este alambre eléctrico.
No toque, esto está muy caliente!
No toque estos químicos.
Por favor póngase los lentes de protección.
Por favor use guantes.
¿Tiene fiebre?
¿Tiene sangre en las manos?

**SENTENCES: (SAFETY)**

Be careful with the mean bull.
Are you sick?
Do you need to see a doctor?
Don’t touch the electric wire.
Don’t touch, this is very hot!
Don’t touch these chemicals.
Please wear safety glasses.
Please wear your gloves.
Do you have a fever?
Is there blood on your hand?

**FRASES: (ALIMENTACIÓN)**

¿Dónde está el concentrado?
¿Dónde están los minerales?
Alimente a las vacas
Alimente con heno de alfalfa.
Alimente con heno de zacate.
Dé concentrado a las vacas.
Este heno tiene moho.

**SENTENCES: (FEEDS)**

Where is the concentrate?
Where are the minerals?
Feed the cows.
Feed alfalfa hay.
Feed grass hay.
Give concentrate to the cows.
This is moldy hay.