The study conducted by Rose Mary Wentling and Consuelo Luisa Waight identified the “initiatives that assist and barriers that hinder the transition of minority youth into the workplace” (73). The study was conducted through “open-ended telephone interviews with a panel of 21 school-to-work partnership directors representing 16 states” (73). The most prevalent barriers discovered through the interviews were poverty, school personnel resistance to change, lack of understanding concerning different cultures, lack of integrated/relevant school curriculum, and lack of communication between businesses and schools.

The most cited initiatives were the need for schools to provide “work-based learning” through on-the-job education or supervised work experience (78). The need for schools to “design and implement an integrated and relevant curriculum” by connecting learning activities to the workplace to get minority youth motivated to stay in school (79). Students want support from school and community leaders to provide “mentoring for minority youth, provide career exploration and guidance” (79-80). Organizations also need “develop and implement policies that mandate fairness and equity to all employees” (80).

The study further demonstrates the cognitive distancing from the poor, which is the result of inequity in resources among different classes and cultures. A redistribution of resource or providing lower income schools with more resources could reduce the barriers for minority youth. The study represents the classic definition of classism because classism focuses on the process of denying the existence of class differences created by political and social structures while blaming the poor for being poor. The evidence also supports the study of “Gender, Socio-Economic Class and Employment Related Attitudes” in that the lower class and females have little initiative or motivation to enter the workplace because of the barriers that hinder their success, such as education or a lack of family support.