This paper looks at the history, mission, and goals of Job Corps, the nation's largest training program for disadvantaged youth, and draws connections to barriers to access faced by historically under represented minority (URM) students and students of low-socio economic status (SES). Because of the limited research conducted on Job Corps students and how they attempt to access higher education, this paper utilizes research that addresses the challenges faced by URM and low-SES students as a comparative model for the challenges Job Corps students may face in regard to college access and preparation. Additionally, this paper reviews current research on college preparatory programs geared to improve low-SES and URM student access in order to identify opportunities to improve access to college for Job Corps students. The trends found within the reviewed research provides an assessment when considering whether or not the Job Corps program is an effective tool for preparing students for post-secondary educational success. Finally this paper includes several recommendations for future partnerships
between local, state and community stakeholders and the potential benefits derived from these partnerships that will greatly improve the Job Corps program and the educational success its participants.

*Keywords:* Job Corps, college access, low-socio economic status, under represented minority students