Most underrepresented minority students in community colleges (CCs) do not take full advantage of great REU opportunities. Socio-economic status and life hardships these students go through while getting their education is a big part of the problem – many of them work full-time jobs while attending school, support children or other family members, and cannot give up employment or drop other responsibilities for a prolonged period (6-8 weeks) to solely participate in an REU. Additionally, CC faculty’s primary focus and responsibilities semester-to-semester are on duties related directly to their teaching assignment. Yet research shows that the earlier students are exposed to REU-type programs, mentorship, and team work, the more likely they are to continue on and get a STEM degree. Join us in exploring an approach that has shown great potential in collaboration between CC and four-year university faculty that leads to progress in mentoring CC math students!