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In the culture of mathematics, there are components of success that are often not obvious, but are necessary to navigate effectively through a graduate program and subsequent career in the mathematical sciences. Traditionally African Americans have experienced particular difficulty in accessing the information and introductions that are essential to understanding the unwritten rules and gaining the visibility and exposure to key people in their field. This talk will point to ways of filling such gaps using tested intervention activities. These organized activities have resulted in a broad array of achievements and new leaders in the mathematics community. We will describe some of these activities and the impact of fifteen years of the EDGE (Enhancing Diversity in Graduate Education) Program. (Received July 24, 2013)