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Cooperation, collaboration, and community are prominent and successful practices in minority student education (Gaye, 2000). Learning math involves a process of making sense of and connections to the content through personal understanding and meaningful cultural experiences. Math faculty at KSU developed a unique CRT/IBL math curriculum specifically designed to serve students attending the Historically Black University (HBCU) in Frankfort, Kentucky. Faculty, local secondary teachers, evaluators and a CRT specialist participated in a week long professional development workshop, July 2016. The resulting collaborative math curriculum/pedagogy was implemented during the 2016-2017 academic year. The relationship based focus of the CRT/IBL freshman level courses emphasized conceptual understanding as well as procedural skill development, critical thinking, persistence and productive struggle. Student passing rates, grades, ACT math subscores, fall to spring longitudinal success and affective measures were evaluated. The results of the study showed significant correlations between student success, self-determination and perceptions of the teacher and classroom environment. This session will share the successes and failures experienced while transitioning from training to practice. (Received September 26, 2017)