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A peer mentoring program has been implemented to support a group of at-risk students enrolled in two sections of an elementary algebra course at an urban community college. Peer mentors were recruited from advanced mathematics classes and trained to provide individualized tutoring and mentoring support to at-risk students. The results show that at-risk students performed, on average, as well as other students in their class and the retention rate for these students was higher. This paper is intended for instructors teaching developmental mathematics and administrators looking for innovative ways to improve passing rates and student retention in developmental mathematics courses, as well as success in subsequent college level courses. (Received September 17, 2010)