Transfer has become a significant pathway for obtaining a bachelor’s degree from four-year institutions. Over 50% of transfer students at public four-year institutions in Massachusetts come from two-year colleges, making it increasingly important to establish collaborations between these institutions that promote the retention and success of transfer students. In this talk, we present an initiative funded by the MA Department of Higher Education, which supported the alignment of the curriculum and coordinated advising across institutions in Southeastern MA. More specifically, we outline the structure of the collaboration between Mathematics faculty at three community colleges and a four-year university within the public higher education system. In addition to identifying transfer course equivalences for major-level courses, we established common student learning outcomes for courses within the first two years of the major and characterized important knowledge and skills that contribute to the success of transfer students. We also present how the transfer pathway was supported by instituting advising across institutions and helping community college students connect with university faculty prior to transfer. Furthermore, we discuss the challenges and successes of the project. (Received September 16, 2014)