Worcester State University has developed different pathways to help under-prepared students for success in their mathematics courses. One of these groups involves pre-service elementary teachers who are not ready for the three-semester sequence of mathematics content courses required for their major. In this talk, I will discuss the change of a general first-year seminar "What the Numbers Say-an Introduction to Quantitative Literacy" now taken concurrently with an accelerated remedial mathematics course. The capstone project in the course now focuses on social justice issues, with the hope that quantitative understanding of these issues in Worcester, MA as they relate to a variety of problems including suspension and drop-out rates in the public schools, voting rates per district, trafficking, and lack of educational opportunities for certain groups, will help my students become leaders in the needed change in elementary schools. (Received September 11, 2019)