

STATE 48 GRADUATE PROFILE



FUTURES

ESSENTIALS



Arizona's North Star for Education: Day 1 to Diploma

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OUR MESSAGE

Each day, our state's children wake up and go to school – whether pre, home, micro, district, charter, private, tribal, CTED, or early college. Regardless of type, schools exist to prepare **Arizona's 1.5 million children** for the future – not just their future, but ours as well. We must get it right to ensure our shared prosperity.

Yet the world around us is changing faster than our education system was designed to handle. As a result, a growing mismatch exists between what students experience in school and what they encounter in the real world. This **gap** only widens as technology, work, and society continue to advance. Arizona is ready to close it.

The State 48 Graduate Profile (48GP) is the first step in our collective effort to do just that. Serving as our new **North Star**, the 48GP reflects a shared vision for the future of learning in Arizona. It describes not only what students should know, but who they can become: adaptable, creative, ethical, and ready for whatever comes next. Whether their post-secondary path leads to **Enrollment, Employment, Enlistment & Service, or Entrepreneurship**, every Arizona student deserves to graduate future-ready with the preparation and confidence to navigate a rapidly changing world.

Beyond strengthening individual schools and districts, a statewide profile **unifies Arizona** around a common framework grounded in core literacies, digital fluency, and essential human skills. Its true power is realized when education, business, families, and community partners use it to shape what we teach, how we define success, and how we support students – at school, at home, and within our communities. Our next step is clear: aligning systems, policies, and partnerships to reflect this shared definition of success.

We are proud to present Arizona's first statewide graduate profile, but we want to be clear – we did not create it, nor did any single organization. Instead, this profile reflects the collective voices of our state. Thousands of parents, students, educators, employers, and community leaders provided critical input that helped shape it, and we are grateful for all who contributed. We would also like to thank the Arizona Educational Foundation and SciTech Institute – this work would not have been possible without your partnership.

Now that we have a North Star, the path ahead is clear. Let's get to work.

Dr. Chad Gestson

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Executive Director

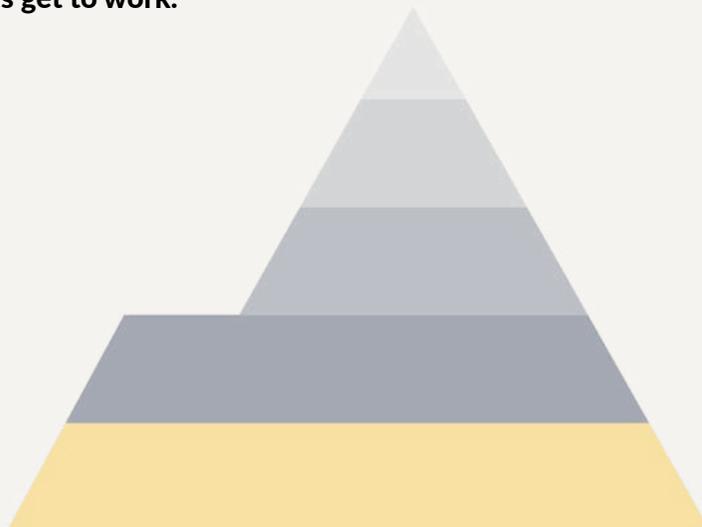
Arizona Institute for Education and the Economy
Northern Arizona University

Dr. LeeAnn Lindsey

Dr. LeeAnn Lindsey

Director, EdTech and Innovation

Arizona Institute for Education and the Economy
Northern Arizona University



ABOUT THIS DOCUMENT



The State 48 Graduate Profile (48GP) serves as *Arizona's new North Star for 'Day 1 to Diploma' education* – one that centers students and emphasizes the foundational knowledge, digital competencies, and human skills needed to thrive in our rapidly evolving world shaped by emerging technologies, including artificial intelligence. Most importantly, the 48GP reflects what Arizonans want for our high school graduates (AIEE, 2025).

COLLECTIVE INPUT PROCESS

The 48GP emerged from Arizona's collective commitment to place students and their futures at the heart of education. It was not created by a small group of "experts" in isolation, but by Arizona's educators, business and industry leaders, nonprofit organizations, families, and students. The framework reflects a year-long, five-phase process that gathered insights from all 15 counties – ensuring it represents the collective voices of our state.

- **Phase 1:** 70 leaders representing education, business, and industry identified key skills and competencies Arizona students need now and in the future.
- **Phase 2:** A statewide survey of more than 3,000 teachers, family members, students, and business leaders revealed strong consensus on the skills and competencies most important for high school graduates.
- **Phase 3:** Hundreds of high school students weighed in on the learning outcomes they most need to feel prepared for life after high school.
- **Phase 4:** [The SciTech Institute](#) and [Arizona Educational Foundation \(AEF\)](#) helped shape the language and nuance of these skills and competencies.
- **Phase 5:** Hundreds of individuals representing education, business, philanthropy, and nonprofit organizations provided input that further refined Arizona's shared ideals.

At the conclusion of this process, more than 200 Arizona organizations offered their collective "green light" on this version of the 48GP.

CORE COMPONENTS

The 48GP includes two core components—the **4 Futures** and the **8 Essentials**. Together, they articulate a shared vision for Arizona graduates that reflects the world and workforce awaiting our students.

4 Futures: Centering students in the vision for PreK–12 education requires us to consider the opportunities they will pursue after graduation. The 4 Futures represent equally rigorous and purposeful paths that students may choose. These futures are not mutually exclusive; many graduates will engage in multiple futures right after high school and possibly all four throughout their lives. Placing the 4 Futures first grounds the 48GP in *who students will become*, guiding what they need to be successful.

8 Essentials: A growing body of global and national research underscores that preparing students for the future requires a blend of digital fluency and durable human capabilities (Business-Higher Education Forum & Burning Glass Technologies, 2018; Jobs for the Future, 2023; McKinsey & Company, 2021; OECD, 2023; Weise et al., 2018; World Economic Forum, 2025). The 8 Essentials reflect the foundational knowledge and the most critical literacies, skills, and dispositions needed to prepare graduates for the 4 Futures – and to thrive as individuals, community members, and global citizens.

“The 48 GP reflects what Arizonans want for our high school graduates.”

STATE 48 GRADUATE PROFILE

At-A-Glance



4 FUTURES



Enrollment



Employment



Enlistment & Service



Entrepreneurship

8 ESSENTIALS



Knowledge
& Literacy



Digital
Fluency



Critical Thinking
& Problem Solving



Creative &
Innovative Thinking



Self-Awareness
& Management



Adaptability
& Lifelong Learning



Collaboration
& Communication



Ethics
& Impact

4 FUTURES

POST SECONDARY PATHS TO PURPOSE

<p>Enrollment</p> 	<p>High school graduates enroll in an accredited postsecondary institution (community college, university, or technical school) prepared to succeed in credit-bearing coursework without remediation. This includes readiness for a range of academic pursuits, from performing and visual arts to liberal arts to STEM, healthcare, education, etc., with a clear plan for completion and career alignment.</p>
<p>Employment</p> 	<p>Graduates enter the workforce in high-demand, high-skill, high-wage fields equipped with industry-recognized certifications, technical skills, or stackable credentials that align with employer needs. This path emphasizes dual and concurrent enrollment, work-based learning, internships, apprenticeships, and/or arts and CTE programs completed in high school that translate to immediate and sustainable employment.</p>
<p>Enlistment and Service</p> 	<p>Graduates commit to serving their community, their country, or the world by enlisting in the U.S. Armed Forces or engaging in a structured local, national, or international service experience such as AmeriCorps, Peace Corps, faith-based missions, or community service corps. This path includes students who are physically, mentally, and emotionally prepared for structured service and leadership development, often with future education or career benefits.</p>
<p>Entrepreneurship</p> 	<p>Graduates launch or actively participate in entrepreneurial ventures, small businesses, or start-ups—leveraging creativity, business acumen, digital tools, and real-world problem solving. This path includes students who have completed entrepreneurial coursework, developed business plans, or engaged in incubator or pitch competitions, and who demonstrate the mindset to build and sustain value-driven enterprises.</p>

8 ESSENTIALS

STUDENTS GRADUATE WITH SKILLS, COMPETENCIES, AND MINDSETS FOR THE FUTURE

KNOWLEDGE AND LITERACY	<p>Foundational Knowledge and Literacies</p> 	<p>Demonstrates essential academic and practical skills to understand, communicate, and confidently navigate the world.</p> <ul style="list-style-type: none"> ● Reads, writes, and speaks effectively across content areas ● Applies mathematical and scientific reasoning to everyday and academic situations ● Interprets and uses visual, numerical, and financial information ● Recognizes the influence and importance of history, arts, and culture on shaping knowledge and understanding ● Connects ideas across subjects and applies learning in new and meaningful ways
	<p>Digital Fluency</p> 	<p>Uses digital tools and technologies ethically, responsibly, effectively, and creatively to learn, communicate, and solve problems—while adapting as technology continues to evolve.</p> <ul style="list-style-type: none"> ● Navigates digital environments to access information and connect to others ● Critically evaluates and discerns media messages, sources, and digital influence ● Uses digital tools and platforms to create and communicate ● Understands and adapts to essential and emerging technologies, including AI ● Recognizes the impact of technology on individuals, communities, and society
DYNAMIC THINKING	<p>Critical Thinking and Problem Solving</p> 	<p>Applies logic, reasoning, and thoughtful analysis to make decisions and solve problems in academic and real-world settings.</p> <ul style="list-style-type: none"> ● Analyzes information and breaks down complex problems ● Connects information and ideas to build new understanding ● Applies learning in new and unfamiliar situations ● Considers evidence, logic, and ethics to make well-reasoned decisions
	<p>Creative and Innovative Thinking</p> 	<p>Uses imagination, curiosity, and originality to ask meaningful questions, generate ideas, explore possibilities, and create new or improved solutions.</p> <ul style="list-style-type: none"> ● Explores ideas with curiosity and an open mind ● Generates original ideas and builds on the ideas of others ● Designs solutions that are creative, purposeful, and grounded in real-world needs ● Takes risks, learns from failure, and adapts to improve outcomes

8 ESSENTIALS

STUDENTS GRADUATE WITH SKILLS, COMPETENCIES, AND MINDSETS FOR THE FUTURE

PERSONAL DEVELOPMENT	Self-Awareness and Management 	<p>Uses personal insight and reflection to guide decision-making that supports well-being and success in school, work, and life.</p> <ul style="list-style-type: none">● Recognizes and reflects on personal and cultural identity to understand oneself● Identifies individual strengths, challenges, motivations, values, and goals● Balances priorities by managing time and energy to support both achievement and wellness● Understands and regulates emotions to sustain focus and encourage positive outcomes● Makes decisions that consider both personal success and the impact on others
	Adaptability and Lifelong Learning 	<p>Demonstrates resilience, adapts to new circumstances, and continually develops the knowledge, skills, and mindset needed to thrive in a changing world.</p> <ul style="list-style-type: none">● Embraces new ideas, perspectives, and approaches● Adjusts plans and strategies based on feedback, experience, or new information● Persists through challenges and overcomes setbacks with determination and an open mind● Pursues opportunities to develop new skills and deepen understanding
CONNECTION AND CONTRIBUTION	Communication and Collaboration 	<p>Demonstrates high emotional intelligence by applying interpersonal skills to build understanding, strengthen relationships, and accomplish shared goals.</p> <ul style="list-style-type: none">● Expresses ideas clearly using verbal and non-verbal communication● Actively listens and engages in respectful dialogue● Values diverse backgrounds, perspectives, and lived experiences of others● Demonstrates reliability and accountability in collaborative work● Navigates and manages conflict constructively
	Ethics and Impact 	<p>Demonstrates empathy, integrity, and responsibility to build safer communities, contribute to a healthy democracy, and promote societal well-being.</p> <ul style="list-style-type: none">● Participates in civic life through service, leadership, and community involvement● Builds knowledge of social and governmental structures in local, national, and global contexts● Honors history and traditions as foundations of community and society● Considers the effect of their decisions on others and on the greater good● Acts with honesty, fairness, and accountability

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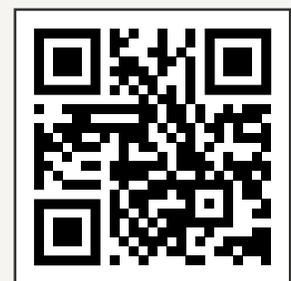
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