Secondary students are graduating into a world that is increasingly interconnected, interdependent and culturally diverse. This dynamic environment requires a level of intercultural and information literacy that is presently recognized by some school district leaders and teachers in a mid-western suburban school district as a necessity for its graduates. This study focused on district stakeholder perceptions of the current intercultural and information literacy of graduates, stakeholder perceptions of what is needed for future graduates, and stakeholder perceptions of the requirements for instituting curricular changes to prepare its students for the 21st century. A qualitative methodology comprised of focus groups, interviews, and an online survey of key stakeholders and document review were conducted. Critical social, social exchange and constructivist learning theories underpinned a constructionist epistemology informed this methodology. The results served as an aid in providing awareness and direction to the school district in curricular and instructional decision making.