Many of our daily conversations with friends, family, and colleagues involve astonishment at how quickly the world changes day to day. When I (Lucy) see an advertisement for the thirty-year anniversary of *Princess Bride*, for example, or answer my daughter’s questions about what it was like to grow up in the eighties and nineties, it hits me that our present reality looks nothing like what I imagined as a college student or even as a young classroom teacher. As Susan and I brainstormed for this issue, we concluded that school librarians seem to experience these feelings and changes in hyperspeed. Not only do we swivel, adapt, morph, add on new skills, rebrand—we attempt to do so ahead of the curve. We futurecast during our present program implementation. The upcoming AASL National Conference theme “Beyond the Horizon” is an apt descriptor for the way school librarians scan the educational landscape, what they are looking for, what they are moving toward.

Ryan Lee, a U.S. Air Force service member, typically begins his futurecasting process by “compiling sources from various fields (technical data, economic trends, historical facts, expert opinions, social and cultural data, and so on) on the topic of interest” (2016, 94). When Susan and I discussed this *KQ* issue, it became clear we needed Lee’s approach: “Beyond the Horizon” had to mean more than the technology and the digital shift taking place in school libraries. It had to include a collection of data points on student access, equity, literacy, media bias, and more.

For this issue we worked to compile information on the multiple perspectives and challenges our profession will face five, ten, and fifteen years down the road. We spoke with school librarians, parents and teachers, and media bias and adolescent literacy experts. The features presented here invite you to futurecast by exploring varied perspectives and conversations. Use these data points and sources to determine how your program will move forward. How do these ideas color your view of the profession beyond the 2018 horizon?

It is not enough to keep abreast of current issues, trends, technological innovations, and the ever-changing educational landscape in which we work. We must keep abreast of these innovations while remembering that there are foundational beliefs about what we do as school librarians and why we do these things. These foundational beliefs and underlying truths will endure in spite of rapid change in the world around us, and should always inform how we move forward as a profession. In this issue we asked our writers to think about what libraries must do to remain relevant, while becoming the indispensable educational spaces Doug Johnson described back in 1997.

Rachel Altobelli, a 2015–2016 Lilead Fellow and current director of library services and instructional materials, Albuquerque Public Schools, calls for us to step outside of our privilege and our comfort zones to ensure we are providing a truly inclusive and culturally responsive library collection and experience for our students. Her
We encourage you to delve into these features and the other resources available in this issue of *KQ*. We invite you to consider and wrestle with the ideas and challenges issued by this group of authors, so that you can craft a vision for your school library program for 2017, 2027, and beyond.

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**Works Cited:**
