

# **The Real Guide**

## *Real* Career Planning for the Artificial Intelligence Age

Jennifer L. Steele

TRAC Research Translation - Entrepreneurship Seed Proposal  
American University School of Education

February 2026

# Outline

- 1 Research Overview
- 2 Research Translation through Social Entrepreneurship
- 3 Capacity, Timeline, and Budget

# Outline

- 1 Research Overview
- 2 Research Translation through Social Entrepreneurship
- 3 Capacity, Timeline, and Budget

# Our foundational research

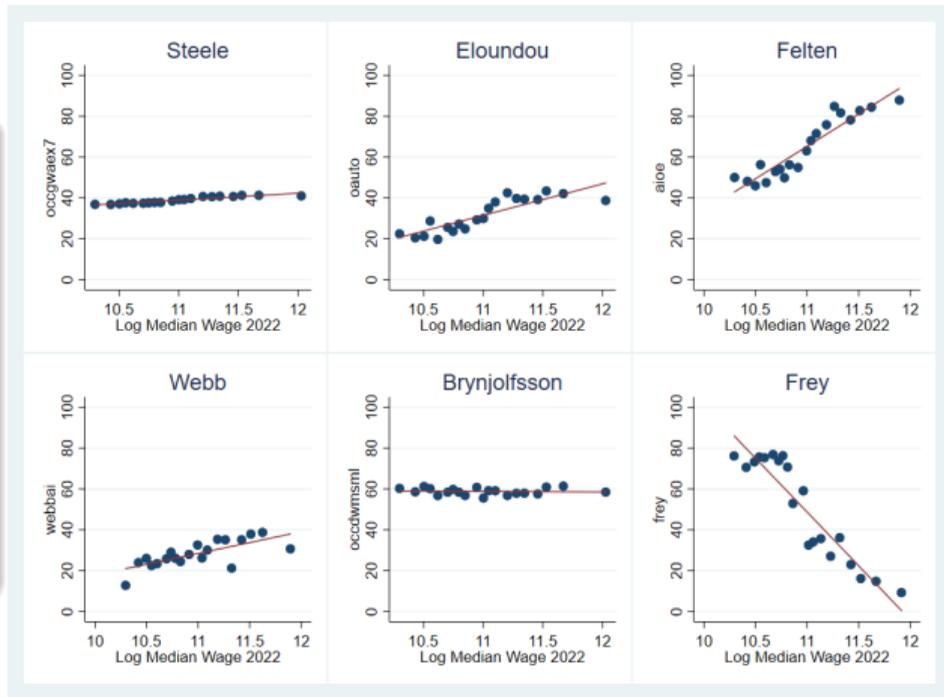
## "Helping People Choose Careers in the Age of AI," (Steele, 2026)

- 1 Claude and ChatGPT queries used to estimate automation risk for 923 jobs based on 19,000 tasks and 41 Generalized Work Activities (GWAs) (Appel et al., 2025; Chatterji et al., 2025)
- 2 Synthesized with projections from five other models (Brynjolfsson & Mitchell, 2017; Eloundou et al., 2024; Felten et al., 2021; Frey & Osborne, 2017; Webb, 2020)
- 3 Job automation exposure reported by education level, salary, complexity, interest category, and sector

# Our key findings

"Helping People Choose Careers in the Age of AI," (Steele, 2026)

- 1 Higher-paying jobs mostly show higher automation exposure
- 2 Entrepreneurial and social jobs less exposed in most models
- 3 Social tasks more augmented than automated



# Outline

- 1 Research Overview
- 2 Research Translation through Social Entrepreneurship**
- 3 Capacity, Timeline, and Budget

# The Pain Point: Extant career resources leave many students behind

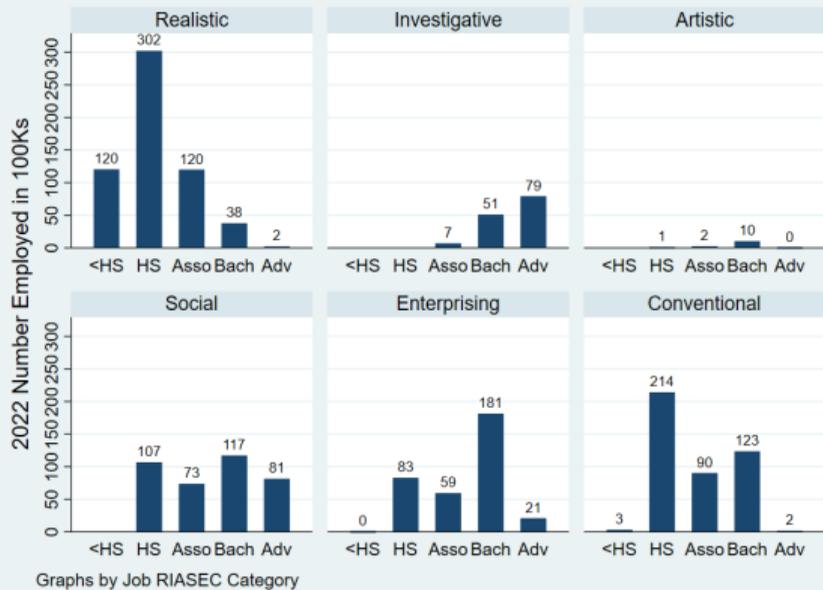
- In 2023-24, average U.S. counselor to student ratio was 376:1 (American School Counselor Association, 2024)
- Historically disadvantaged groups are especially underserved (Bryan et al., 2009)
- Economists are not messaging job automation exposure predictions to families, schools, or kids

# The Solution: *Real* career guidance for the artificial intelligence age

## THE REAL GUIDE

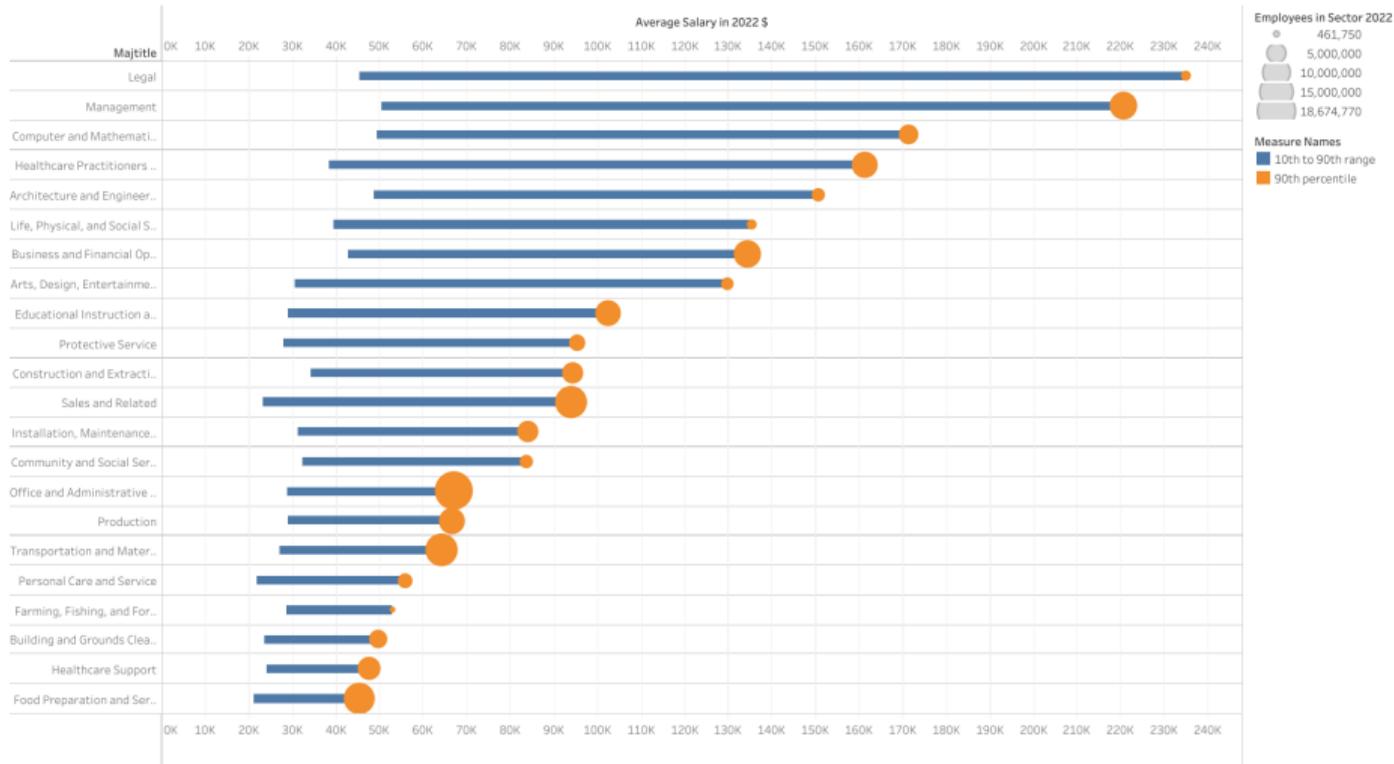
- Smartphone-friendly website
- Q&A format
- Interactive graphics
  - ▶ Interests (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) (Holland, 1959)
  - ▶ Education targets
  - ▶ Occupational earnings (Bureau of Labor Statistics)
  - ▶ Automation exposure range (Steele, 2026)
  - ▶ Geographic cost of living, household size (Bureau of Economic Analysis)
- Comparison table of suggested paths

# We help students understand the landscape



# Interactive graphics aid exploration

Job Sector Size and Salary Range in 2022



For each occupational sector, the blue bar illustrates the range between the 10th and 90th percentile salaries in 2022. The orange dot is the 90th percentile salary. The size of the orange dot represents the number of people working in the sector. Salaries are more predictable in large sectors with narrow salary ranges. Higher-paying sectors tend to have a broader range in salaries.

# High school students need data-driven transparency

- 17 million US high school students, 92% in public schools (U.S. Department of Education, 2022)
- Extant career-planning tools can be opaque and incomplete (Mulhern, 2021)

Table 1: Key Features of Market Competitors

Program	Interest	Pay	Cost-of-Living	Coach	AI-Exposure
Aptitude & Career Test	X				
Money Path		X	X		
Xello	X	X	X		
Woken	X	X		X	

# Our values, structure, and sustainability plan

## Nonprofit social entrepreneurship

- Web content to be free, aligned with public data use and American University's vision for inclusive excellence
  
- Post-seed sustainability to be supported by:
  - 1 companion career curriculum purchasable by high schools and districts
  - 2 personalized career coaching purchasable by individuals

# Outline

- 1 Research Overview
- 2 Research Translation through Social Entrepreneurship
- 3 Capacity, Timeline, and Budget**

Our team pairs econometric analysis with high school teaching experience

## The Real Guide Team

- **PI Jennifer Steele**, School of Education Professor, DPAP affiliate, former HS teacher, career research advisor to DC Policy Center, author of forthcoming *Think Like a Scientist*, which teaches *The Real Guide* principles
- **RA Isabella Cruz**, M.Ed. candidate, HS biology teacher, data wunderkind

## Seed grant timeline: May-Nov. 2026

- **May:** build earnings, interest, and AI-exposure interactive graphics
- **Jun.-Jul.:** add cost-of-living data & Q&A functionality
- **Aug.:** usability focus groups, add a voluntary user survey
- **Sept.-Oct.:** incorporate feedback & promote site on LinkedIn, Substack, and TikTok
- **Nov.:** track views, usage, survey data; set revenue-generation priorities for 2027

## Build and launch budget: May-Nov. 2026

- \$7000 for website build-out with extant data
- \$3000 for software, web hosting, and focus groups

## The Real Guide

Help us provide *real* career guidance to students in the artificial intelligence age.

# References I

- American School Counselor Association. (2024). American School Counselor Association. Retrieved February 13, 2026, from <https://www.schoolcounselor.org/getmedia/f2a319d5-db73-4ca1-a515-2ad2c73ec746/Ratios-2023-24-Alpha.pdf>
- Appel, R., McCrory, P., Tamkin, A., McCain, M., Neylon, T., & Stern, M. (2025). *The Anthropic Economic Index report: Uneven geographic and enterprise AI adoption* (tech. rep.). <https://assets.anthropic.com/m/218c82b858610fac/original/Economic-Index.pdf>
- Bryan, J., Holcomb-McCoy, C., Moore-Thomas, C., & Day-Vines, N. L. (2009). Who Sees the School Counselor for College Information? A National Study. *Professional School Counseling, 12*(4), 280–291. <https://doi.org/https://doi.org/10.1177/2156759X0901200401>
- Brynjolfsson, E., & Mitchell, T. (2017). What can machine learning do? Workforce implications. *Science, 358*(6370), 1530–1534. <https://doi.org/10.1126/science.aap8062>
- Chatterji, A., Cunningham, T., Deming, D., Hitzig, Z., Ong, C., Shan, C. Y., & Wadman, K. (2025, September). *How people use ChatGPT* (tech. rep.). National Bureau of Economic Research. Cambridge, MA. <https://doi.org/10.3386/w34255>

## References II

- Eloundou, T., Manning, S., Mishkin, P., & Rock, D. (2024). GPTs are GPTs: Labor market impact potential of LLMs. *Science*, *384*(6702), 1306–1308.  
<https://doi.org/10.1126/science.adj0998>
- Felten, E., Raj, M., & Seamans, R. (2021). Occupational, industry, and geographic exposure to artificial intelligence: A novel dataset and its potential uses. *Strategic Management Journal*, *42*(12), 2195–2217. <https://doi.org/10.1002/smj.3286>
- Frey, C. B., & Osborne, M. A. (2017). The future of employment: How susceptible are jobs to computerisation? *Technological Forecasting and Social Change*, *114*, 254–280.  
<https://doi.org/10.1016/j.techfore.2016.08.019>
- Holland, J. L. (1959). A theory of vocational choice. *Journal of Counseling Psychology*, *6*, 35–45.  
<https://doi.org/10.1037/h0040767>
- Mulhern, C. (2021). Changing college choices with personalized admissions information at scale: Evidence on Naviance. *Journal of Labor Economics*, *39*(1).  
<https://doi.org/https://doi.org/10.1086/708839>
- Steele, J. L. (2026). *Helping people choose careers in the age of AI*. American University.

## References III

- U.S. Department of Education. (2022). Table 201.20: Enrollment in grades 9 through 12 in public and private schools and enrollment as a ratio of population 14 to 17 years of age: Selected years, 1889-90 through fall 2021. [https://nces.ed.gov/programs/digest/d22/tables/dt22%7B%5C\\_%7D201.20.asp?current=yes](https://nces.ed.gov/programs/digest/d22/tables/dt22%7B%5C_%7D201.20.asp?current=yes)
- Webb, M. (2020). The impact of artificial intelligence on the labor market. *SSRN Working Papers*. <https://doi.org/10.2139/ssrn.3482150>