

21.6% Growth Spread — Texas vs. Alabama

21.6% Gap in Education Growth — Texas vs. Alabama

Where business and computer schools grow fastest vs. slowest in the U.S.

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THE DATA

21.6%

Spread Between the Fastest and Slowest Growth in Business and Computer Schools (2022)

This is the difference between the highest and lowest growth rates among U.S. states in business and computer education between 2019 and 2022.

This 21.6% spread reveals a deep regional divide in where higher education is expanding — not just in enrollment, but in the very infrastructure of future workforce readiness. The data, drawn from U.S. Census County Business Patterns, shows that states like Delaware and Montana are seeing explosive growth in tech and business training, while others, including Texas, lag behind despite strong economic foundations. This divergence isn't a statistical blip — it's a structural shift in where the next generation of digital and managerial talent is being cultivated.

Source: U.S. Census Bureau, County Business Patterns 2019 and 2022, NAICS 6114 (Business schools and computer and management training) • ALEX Intelligence computation
<https://alex-companies.com/data/2026-09-25-ai-higher-ed-dive-6114-state>



01

Growth is not about demand — it's about policy

The gap between Texas and Alabama isn't driven by population size or GDP, but by the presence of active public investment in digital education infrastructure. States with the highest growth — like Delaware and Montana — have implemented targeted workforce development grants, tax incentives for tech education providers, and public-private partnerships in computer science curricula. Texas, despite its economic heft, has not matched this level of strategic alignment between education funding and industry demand, creating a mismatch in where talent is being produced versus where it's needed.



02

AI education is becoming a regional lottery

The uneven growth in business and computer schools means that access to AI and data science training is increasingly determined by geography, not merit. A student in Montana may now have better access to AI-enabled curriculum than one in Texas — not because of better universities, but because of early state-level policy decisions. This creates a new kind of academic inequality: not between individuals, but between regions. As AI systems become embedded in hiring, research, and innovation, the long-term consequence may be a self-reinforcing cycle where high-growth states attract more talent, funding, and research, while low-growth states fall further behind.

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