

*Investing in Texas: Financing Health Coverage Expansion
Conference Proceedings*

Foreword

The Lyndon B. Johnson School of Public Affairs has established interdisciplinary research on policy problems as the core of its educational program. A major part of this program is the nine-month policy research project, in the course of which two or more faculty members from different disciplines direct the research of ten to thirty graduate students of diverse backgrounds on a policy issue of concern to a government or nonprofit agency. This “client orientation” brings the students face to face with administrators, legislators, and other officials active in the policy process and demonstrates that research in a policy environment demands special talents. It also illuminates the occasional difficulties of relating research findings to the world of political realities.

This volume and its companion entitled “Investing in Texas: Financing Health Coverage Expansion: Conference Background Papers,” are the first in a new series of publications produced by the Center for Health and Social Policy (CHASP). CHASP, established in 2002 and located at the LBJ School, was created to conduct groundbreaking research, educate students and practitioners to become future leaders, and provide a forum for today's foremost policymakers and scholars to debate pressing issues in the realm of health and social policy.

This volume contains the proceedings from a conference held on March 22, 2002, entitled “Investing in Texas: Financing Health Coverage Expansion.” This conference was the culmination of a two-year policy research project, funded by the Foundation for Insurance Regulatory Studies in Texas (FIRST), to study the uninsured and to propose alternatives for increasing and improving health insurance coverage in Texas. It is our intention that the findings of this research will assist policymakers and other stakeholders to evaluate various policy options available for expanding and improving health coverage in the State of Texas.

The curriculum of the LBJ School is intended not only to develop effective public servants but also to produce research that will enlighten and inform those already engaged in the policy process. The project that resulted in this report has helped to accomplish the first task; it is our hope that the report itself will contribute to the second.

Finally, it should be noted that neither the LBJ School nor The University of Texas at Austin necessarily endorses the views or findings of this report.

Edwin Dorn
Dean