

JONATHAN TEBES

Updated: August 2026

CONTACT INFORMATION

University of Notre Dame, Department of Economics
3060 Jenkins Nanovic Halls, Notre Dame, IN 46556
Personal Website: JonathanTebes.com

✉ jtebes@nd.edu

ACADEMIC POSITIONS

2022 - Assistant Research Professor,
Department of Economics, University of Notre Dame &
Wilson Sheehan Lab for Economic Opportunities (LEO)

AFFILIATIONS & APPOINTMENTS

2026 - *Visiting Researcher*, Russell Sage Foundation
2026 - *Faculty Affiliate*, Notre Dame Population Analytics
2025 - *Research Associate*, Opportunity Insights, Harvard University
2023 - *Invited Researcher*, J-PAL North America
2022 - *Research Faculty*, LEO, University of Notre Dame

EDUCATION

June 2022 Ph.D., Department of Economics, Harvard University
Committee: Larry Katz, Ed Glaeser, Andrei Shleifer, Desmond Ang
Fields: Labor, Public
June 2014 B.S. in Economics, Massachusetts Institute of Technology

AREAS OF INTEREST

Labor, Crime, Education, Public

PUBLICATIONS

[“Civic Responses to Police Violence”](#) with Desmond Ang, *American Political Science Review*, 2023.

Abstract: Roughly a thousand people are killed by American law enforcement officers each year, accounting for more than 5% of all homicides. We estimate the causal impact of these events on civic engagement. Exploiting hyper-local variation in how close residents live to a killing, we find that exposure to police violence leads to significant increases in registrations and votes. These effects are driven entirely by Black and Hispanic citizens and are largest for killings of unarmed individuals. We find corresponding increases in support for criminal justice reforms, suggesting that police violence may cause voters to politically mobilize against perceived injustice.

WORKING PAPERS

[“Do Pedestrian Stops Deter Crime? Evidence from Reforming “Stop and Frisk”](#) with Jeffrey Fagan
(*Conditionally Accepted, American Economic Journal: Economic Policy*)

Abstract: We examine whether investigative pedestrian stops per se deter crime by exploiting a lawsuit that dramatically reduced stop rates in New York City while leaving police presence largely

unchanged. Using a difference-in-differences approach, we compare crime trends across neighborhoods with similar historical crime rates but different stop rates. Neighborhoods experiencing twice the decline in stops showed no detectable differential increases in various serious crimes including felonies and shootings over five years post-reform, ruling out increases as small as 1.5%. However, police surges that increased both presence and stops reduced major felonies, suggesting officer presence rather than stop activity deters crime.

[Formerly: [“Stopped by the Police: The Effect of Reforming “Stop-and-Frisk” on Crime and High School Engagement”](#)]

[“Racial Bias in Police Stopping Decisions”](#) *with Lily Morrell & Jeffrey Fagan (Under Review)*

Abstract: Do racial disparities in pedestrian stops reflect differences in criminal behavior or bias in police decisions? Leveraging a court-ordered reform in New York City that reduced officer stopping behavior, we estimate the hit rate of stops deterred at the margin. We find evidence of racial bias: marginal stops of white pedestrians were 45% more likely to detect criminal activity than marginal stops of minority pedestrians ($p=0.001$). The gap is five times larger than conventional OLS comparisons, illustrating how inframarginality bias masks discrimination. Consistent with inaccurate statistical discrimination and learning, officers appear to overestimate risk for young minority men in high-crime areas and the racial gap shrinks with officer tenure.

[“Building Holistic Human Capital: Long-run Randomized Evidence on Athletic and Academic Mentorship”](#) *with Noam Angrist (Under Review)*

Abstract: We evaluate the long-run effects of a mentorship program combining athletic coaching in swimming and rowing with academic tutoring for disadvantaged high school students. Program access was determined by lottery in oversubscribed semesters, enabling randomized evaluation. We track administrative outcomes for more than a decade after application, including high school achievement and graduation, post-secondary attainment, and leading labor market indicators from credit-bureau records. We find large and persistent effects: admission offers increased high school GPA by 0.48–0.58 standard deviations and graduation by 17–18 percentage points. Bachelor’s degree completion rose by 17–21 percentage points through greater persistence, not increased college entry. In early adulthood, labor market indicators also improved substantially: an aggregate credit index rose by 0.37–0.38 standard deviations, while a poor-financial-health index fell by 0.40–0.43 standard deviations. The program was unusually low-cost because it leveraged college-student volunteers and university facilities, placing it among the most cost-effective youth interventions. Mechanism analyses show persistent gains in both cognitive and non-cognitive skills, suggesting large and lasting returns to programs that build holistic human capital.

RESEARCH IN PROGRESS

[“Stopped Short: Policing and Opportunity in Urban America”](#) *with Benny Goldman*

[“Mentoring Students Least Likely to Graduate: Randomized Evidence from Baltimore High Schools”](#) *with Bill Evans & Sarah Kroeger (AEA Registry)*

[“Can Emergency Financial Assistance Prevent Financial Distress? Randomized Evidence from Funeral Assistance in Chicago”](#) *with Jackson Alexander and Mary Kate Batistich (AEA Registry, PAP)*

“Paying for Peace: Can Cash Incentives and Wraparound Support Reduce Gun Violence Among Actively Gang-Involved Men?”

“Texas Reimagines Rehabilitation: Evidence from a Prosocial Prison Dorm on Recidivism, Reskilling, and Labor Market Outcomes” *with Benjamin Feigenberg*

“Supporting Pathways out of Poverty: Randomized Evaluation of Mobility Mentoring” *with Lawrence Katz & Elizabeth Engle* ([AEA Registry](#))

“Returning to School: Barriers and Returns to Adult Education” *with Olga Stoddard & Patrick Turner* ([AEA Registry](#))

“Does Social and Emotional Learning Complement Academic Learning? Randomized Evidence from the “Boys and Girls Club” *with Mike Kofoed* ([AEA Registry](#))

“Elevating Families: Randomized Evidence on Goal-oriented Case Management for Low-income Parents and their Children” *with Tyler Giles* ([AEA Registry](#), [PAP](#))

“Empowerment as Engagement: Randomized Evidence on School-based Girls Empowerment Curriculum” *with Mary Kate Batistich* ([AEA Registry](#))

PROFESSIONAL ACTIVITIES

Referee Service

American Economic Journal: Applied Economics; American Economic Journal: Economic Policy; American Economic Review: Insights; Econometrica; Education Finance and Policy; Journal of Policy Analysis and Management; Journal of Political Economy; Journal of Political Economy: Microeconomics; Journal of Public Economics; Journal of Urban Economics; Review of Economic Studies; Review of Economics and Statistics; Quarterly Journal of Economics¹

Invited Seminar and Conference Presentations

2025	APPAM Fall Conference, Neighborhoods and Educational Opportunity WEAI Annual Conference, Economics of Crime Session University of Notre Dame, PIER Colloquium
2024	APPAM Fall Conference, Session on Racial Disparities in Police Stops SEA Annual Meeting, Crime and Policing Session (Discussant) Indiana University, Applied Seminar at the O’Neill School Linnaeus University, Applied Seminar Virtual Crime Economics (ViCE) Seminar
2023	SEA Annual Meeting, Crime and Policing Session University of Notre Dame Law School, Law and Economics Workshop University of Notre Dame, Applied Micro Lunch Seminar NBER Summer Institute, Crime Session London School of Economics, Policing and Crime Workshop University of Chicago, BFI, Conference on the Economics of Crime and Justice

¹ [Acknowledgement of Referees 2023](#): acknowledges people who refereed four or more papers in 2023.

	ASSA Meeting, Determinants and Effectiveness of Police Enforcement Behavior
	SDSU, Center for Health Economics & Policy Studies, Applied Micro Seminar
	Purdue University, Mid-Midwest Applied Micro Conference
2022	University of Illinois Urbana-Champaign, Applied Micro Seminar
	UVA, Batten School of Leadership and Public Policy, Applied Micro Seminar
	University of Notre Dame, Applied Micro Seminar
2021	Harvard University, Labor and Public Finance Seminar
	Harvard University, Labor and Public Finance Lunch
	Harvard Kennedy School, Criminal Justice and Policing Lunch
2017 – 2020	Harvard University, Labor and Public Finance Lunch
	Yale University, Liman Center for Public Interest Law, Criminal Justice Seminar
	Harvard Kennedy School, Criminal Justice and Policing Lunch

EXTERNAL GRANTS

2025	<i>“Add-on funding: Supporting Pathways Out of Poverty: A Randomized Evaluation of AMP Up Boston”</i> , Co-PI with Larry Katz and Liz Engle, J-PAL North America, SPRI; \$96,576
2024	<i>“Seeing is Believing? Experimental Evidence on Behavioral Interventions to Increase Take-Up at a Charter School for Adult Learners”</i> , PI with Patrick Turner and Olga Stoddard, MIT Blueprint Labs Charter School Research Collaborative; \$201,250
	<i>“Policing Minor Offenses and the Early-life Trajectory of Urban Men”</i> , PI with Benny Goldman, the Laura and John Arnold Foundation, Causal Research on Community Safety and the Criminal Justice System; \$299,696
	<i>“Elevating Families: Randomized Evidence on Goal-oriented Case Management for Low-income Parents and their Children”</i> , PI with Tyler Giles, J-PAL North America, SPRI; \$200,000
	<i>“Supporting Pathways out of Poverty: Randomization Evaluation of AMP Up”</i> , PI with Larry Katz and Liz Engle, Fidelity Foundation; \$250,000
2023	<i>“Impact Evaluation of a High School Mentorship Program”</i> , Co-PI with Bill Evans and Sarah Kroeger, J-PAL North America, SPRI; \$100,000
2021	<i>“Supporting Pathways out of Poverty: Randomization Evaluation of AMP Up”</i> , Co-PI with Larry Katz and Liz Engle, J-PAL North America, Work of the Future Initiative; \$110,000

HONORS, AWARDS, & FELLOWSHIPS

2020	Horowitz Foundation Dissertation Prize
2020	Donald R. Cressey Award, Horowitz Foundation
2018 - 2022	James M. and Cathleen D. Stone PhD Scholar in Inequality
2018, 2019, & 2020	Certificate of Distinction in Teaching, Harvard Bok Center
2016 - 2019	National Science Foundation (NSF) Graduate Research Fellowship

2014

MIT Undergraduate Economics Association Thesis Award

TEACHING EXPERIENCE

Fall 2018 – 2020 “Ec 2810a: Labor Market Analysis”, Graduate Course, Harvard University,
Teaching Fellow for Larry Katz, Excellence in Teaching Award (2018, 2019, 2020)

PERSONAL INFORMATION

Citizenship: U.S.A.

Date of Birth: May 1992

Hobbies: Long-distance running, basketball, soccer; former college soccer player.