

Julie Edmunds, Ph.D.

Position: Program Director for Secondary School Reform
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Biographical Statement

Dr. Julie Edmunds, Program Director for Secondary School Reform at SERVE Center at UNCG, conducts research on issues primarily related to high school reform. She has received over \$11 million in research and evaluation funding. Dr. Edmunds has been Principal Investigator for three Institute of Education Sciences-funded grants that use an experimental design to investigate the impact of the Early College High School model on student outcomes. She is also Principal Investigator for evaluations of three Investing in Innovation grants seeking to apply early college principles to traditional high schools. Dr. Edmunds was co-Principal Investigator for a grant from the National Science Foundation examining the extent to which high school reform efforts have been able to increase the number of students entering and persisting in college preparatory mathematics and science courses. Dr. Edmunds has also designed and implemented numerous mixed methodology evaluations for projects ranging from single district projects to multi-state programs. She has worked on policy and implementation issues in North Carolina and nationally. Before beginning her research career, she taught elementary school for four years and worked as a program analyst focusing on mathematics and science issues at the U.S. Department of Education. She was also a Peace Corps volunteer in Zaire (now the Democratic Republic of the Congo). Dr. Edmunds has a Ph.D. in Education from the University of North Carolina at Chapel Hill, a M.Ed. in Elementary Education from UNC at Greensboro and a B.A. in History from Yale University.

Education

2004	Ph.D., University of North Carolina at Chapel Hill, Education: Culture, Curriculum and Change
1995	M.Ed., University of North Carolina at Greensboro, Elementary Education.
1987	B.A., Yale University, History.

Employment History

2012 – present	Program Director for Secondary School Reform, SERVE Center at University of North Carolina at Greensboro, NC
2006 – 2012	Project Director, SERVE Center at UNCG
2004 – 2006	Senior Research Specialist, SERVE Center at UNCG.
2003 – 2004	Senior Analyst, Research and Evaluation, ExplorNet, Raleigh, NC.
2000 – 2003	Evaluation Specialist, ExplorNet, Raleigh, NC
1999 – 2000	Research Assistant, University of North Carolina, Chapel Hill, NC
1995 – 1999	Teacher, R.N. Harris Integrated Arts and Core Knowledge Elementary, Durham, NC
1994 – 1995	Research Assistant, University of North Carolina, Greensboro, NC
1990 – 1994	Program Analyst, Office of the Undersecretary, U.S. Department of Education
1988 – 1990	Peace Corps Volunteer, Democratic Republic of the Congo (Zaire)

Relevant Professional Experience

Research and Evaluation Work

Impact of Early College High School Model on Postsecondary Performance and Completion—Principal Investigator. (2014-2017). Design and oversee a study funded by a grant from the Institute of Education Sciences that uses an experimental design to determine the impact of early colleges on students' performance in and graduation from postsecondary education. (Award: \$1,181,096)

Evaluation of the STEM Early College Expansion Project—Principal Investigator. (2013-2018). Design and oversee the evaluation of an Investing in Innovation project designed to implement STEM-based early college strategies in traditional high schools in Michigan and Connecticut. (Award: \$1,186,943).

Evaluation of the Early College Expansion Project—Principal Investigator (2012-2017). Design and oversee the evaluation of an Investing in Innovation project designed to implement early college strategies in traditional high schools in Colorado and Texas. (Award: \$1,545,621).

Evaluation of the Validating Early College Strategies Project—Principal Investigator (2011-2016). Design and oversee the evaluation of an Investing in Innovation project designed to apply the principles of early colleges to traditional high schools in North Carolina. (Award: \$1,320,170).

Evaluation of the Innovative Pathways to STEM Teaching Careers—Principal Investigator (2011-2016). Design and implement the evaluation of an alternative certification program to prepare high school STEM teachers. (Award: \$306,830)

Follow Up to the Efficacy of North Carolina's Early College High School Model—Principal Investigator (2011-2014) Design and oversee a study funded by a grant from the Institute of Education Sciences that uses an experimental design to determine the impact of early colleges on students' graduation from high school and postsecondary enrollment. (Award: \$1,824,935)

Efficacy of North Carolina's Learn and Earn Early College High School Model—Principal Investigator (2006-2011) Design and oversee an experimental study funded by a grant from the Institute for Education Sciences that evaluates the impact of Early College High Schools on student outcomes. Examine the implementation of the Early College High School model to determine effective strategies. (Award: \$2,871,016)

Exploring Why Students Leave Early College High Schools—Principal Investigator (2008-2010). Designed and oversaw a mixed methods study, funded by the Bill & Melinda Gates Foundation through a grant to Jobs for the Future. Examined patterns of students' leaving in Early College High Schools. (Award: \$245,934)

North Carolina Mathematics and Science Pipeline Study—Co-Principal Investigator (2007-2011). Oversaw components of a \$750,000 study funded by the National Science Foundation to study the impact of various high school reform models on underrepresented students' course-taking patterns in college-preparatory mathematics and science. Examined the policies and procedures successful schools use to support students in these courses. (SERVE portion of award: \$174,555)

Teaching American History Grant, Horry County, South Carolina and Teaching American History Grant, Roanoke Rapids, North Carolina—Project Evaluator (2004-2008; 2008-2011) Evaluated the impact of four intensive professional development programs on teachers' instructional practices and on teachers' and students' historical content knowledge. (Total awards:\$486,000)

Leadership for Priority High Schools—Project Evaluator (2006-2007) Evaluated the implementation and impact of a professional development program for leadership teams from the 17 lowest-performing high schools in North Carolina. (Award: \$24,992)

Leadership Institute for High School Redesign—Project Evaluator (2006-2007) Evaluated the implementation and impact of a professional development program for principals who are implementing new and redesigned high schools in North Carolina. (Award: \$22,092)

New Schools Project, North Carolina—Senior Researcher (2004-2008) Synthesized existing research on high school reform issues; undertook original research on work being done in North Carolina. Topics included: implementing rigor, autonomy, whole school conversions, failure of school reform.

Effective Teachers' Use of Technology with Low-Performing Students--Researcher (2002-2004). Explored, using a collective case study approach, the use of technology with low-performing students through the lens of teachers' instructional practices.

Centers for Quality Teaching and Learning, five states—Project Evaluator (2000-2004). Used mixed methodologies to evaluate the impact of an intensive technology professional development program on teachers' pedagogical expertise, technical skills, and use of technology in the classroom.

Computer Engineering Program, five states—Project Evaluator (2000-2004). Used mixed methodologies to evaluate a computer engineering course for high school students in terms of program implementation, changes in student attitudes and career aspirations, and computer construction.

ExplorIT Camps, Mississippi and North Carolina—Project Evaluator (2002-2003). Used mixed methodologies to evaluate a summer technology camp in terms of changes in students' interest in technology, their knowledge of technical skills and their knowledge of "soft skills."

Kindergarten Readiness Study, North Carolina—Research Assistant (2000-2001). Collected and analyzed ethnographic data as part of an evaluation of the Smart Start program in North Carolina.

Global Science Leaders for the 21st Century, North Carolina—Project Evaluator (1999-2000). Evaluated a three-year professional development experience for elementary science teachers.

Policy and Planning Work

SERVE Center, North Carolina (2004-current). Summarize existing research and provide information to North Carolina policymakers to inform their decisions. Developed a monograph on policy and resource levers states are using in high school redesign efforts.

North Carolina New Schools Project (2004-current). Provide policy suggestions on high school redesign issues to New Schools Project and North Carolina Department of Public Instruction. Drafted portions of state-level action plan for high school redesign.

U.S. Department of Education (1991-1994) As part of Federal Coordinating Council for Science, Engineering, and Technology, drafted portion of five-year strategy for federal investment in mathematics and science education. Drafted implementation plan and supporting \$2.3 billion budget.

U.S. Department of Education (1990-1994) Developed recommendations and legislative proposals for the design and restructuring of Education Department programs totaling over \$800 million. Read and analyzed latest research on educational issues related to professional development and mathematics and science reforms.

Awards and Honors

Emerging Scholar Award, School Turnaround and School Reform Special Interest Group, American Educational Research Association, 2011

Outstanding Student Paper co-author, North Carolina Association for Research in Education, 2003

American Educational Research Association-Spencer Foundation Pre-Dissertation Fellowship, 2000

Merit Assistantship, University of North Carolina at Chapel Hill, 1999-2000

Greensboro Scholar, University of North Carolina at Greensboro, 1994-1995

Goodspeed Scholarship, Yale University, 1983-1987

National Merit Scholar, 1983-1987

Consultancy/Service

Johns Hopkins (2012-present). Consultant for an IES-funded efficacy study of a 9th grade early warning intervention.

North Carolina Education Research Data Center (2009-present). Member of Advisory Board.

North Carolina Department of Public Instruction (2009-present). Member of Advisory Panel for CEDARS.

American Educational Research Association (2003, 2005-present). Reviewer for presentations. Reviewer for Division H Outstanding Website Competition.

Journal Reviewer. (2009-present). Reviewer for *Teachers College Record*, *Education Policy*, *Journal of Applied Developmental Psychology*.

Society for Research on Educational Effectiveness. (2014). Reviewer for presentations.

Bill & Melinda Gates Foundation (2010-2013). Member of the Technical Working Group for the Impact Study of the Early College High School Initiative.

Rogers-Herr Middle School (2011-2013). Chair and member of School Improvement Team.

Club Boulevard Elementary School (2009-2011). Member of Site Based Decision Making team.

Research Triangle Institute. (2010). Reviewer for Gear Up Implementation proposals.

Jobs for the Future (2010). Member of advisory panel on research on Early College High Schools.

Institute of Emerging Issues. (2010). Co-chair of task force on creativity and education.

U.S. Department of Education. (2007-2010). Expert reviewer on technical quality of products.

Johns Hopkins/Urban Institute (2007-2008). Expert consultant on measuring the implementation of high school reform models.

Council for Chief State School Officers (2007). Expert consultant to states on policies and practices regarding Early College High Schools.

First Environment Early Learning Center (2005-2007). Board member. Obtained two competitive grants from the North Carolina Arts Council for arts projects at the Center.

North Carolina Peace Corps Association. (1999-2003). President for 2 years; treasurer for 2 years.

Phale D. Hale Education Consulting. (1999-2000). Consultant for Wichita Falls, TX school district on issues related to multicultural education.

Peer-Reviewed Publications

Edmunds, J.A.; Willse, J.; Arshavsky, N.; & Dallas, A. (2013). Mandated engagement: the impact of early college high schools. *Teachers College Record*, 115:7.

Arshavsky, N., Edmunds, J.A., Miller, L., & Corritore, M. (2013). Success in the college prep mathematics pipeline: Impact of policies and practices employed by three high school reform models. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, DOI: 10.1080/09243453.2013.846917

Unlu, F.; Yamaguchi, R.; Bernstein, L.; & Edmunds, J. A. (2013). Estimating impacts on program-related subgroups in North Carolina's Early College High School Study. Revised and resubmitted to *Evaluation Review*.

Edmunds, J.A., Bernstein, L., Unlu, F., Glennie, E., Willse, J., Smith, A. & Arshavsky, N. (2012). Expanding the start of the college pipeline: Ninth grade findings from an experimental study of the impact of the early college high school model. *Journal of Research on Educational Effectiveness*, 5:2, 136-159.

Edmunds, J.A. (2012). Early Colleges: Redesigning high school for college readiness. *New Directions for Higher Education*, 158: 81-90.

Edmunds, J. A.; Bernstein, L.; Glennie, E.; Willse, J.; Arshavsky, N.; Unlu, F.; Bartz, D.; Silberman, T.; Scales, W.D. & Dallas, A. (2010). Preparing students for college: the implementation and impact of the Early College High School model. *Peabody Journal of Education*, 85:3, 348-364.

Edmunds, J. A. (2008). Using alternative lenses to examine effective teachers' use of technology with low-performing students. *Teachers College Record*, 110:1, 195-217.

Edmunds, J.A., & McColskey, W. (2007). *Levers for change: southeast region state initiatives to improve high schools*. (Issues & Answers Report, REL 2007–No. 024). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.

Matzen, N. & Edmunds, J. (2007). Technology as a catalyst for change: the role of professional development. *Journal of Research on Technology in Education*, 39:4, 417-430.

Book Chapters

Edmunds, J. and Matzen, N. (2005) Thinking strategically about technology in the middle school classroom. In Etim, J. S. (Ed.) *Curriculum integration, K-12: theory and practice*. Lanham, MD: University Press of America.

Jones, G., & Edmunds, J. (2004). Models of elementary science instruction: Roles of science specialist teachers. In Appleton, K. (Ed.). *Elementary science teacher education: Contemporary issues and practice*. Mahwah, New Jersey: Lawrence Erlbaum in association with AETS.

Other Publications

- Mubenga, P., Fleming, L. & Edmunds, J.A. (2013). *Turning around a low-performing high school: Learning from the story of Jones Senior High School*. Greensboro, NC: SERVE.
- Edmunds, J.A. (2013). Review of *Exam Schools*. *Teachers College Record*.
- McColskey, W., Edmunds, J., Brown, G., & Lewis, K. (2008). *A summary of research to inform teachers' efforts to improve the quantity or quality of student work on math, science, writing, and homework tasks*. Greensboro, NC: SERVE Center.
- Edmunds, J. (2006). *Assessing student performance in history: beyond multiple-choice tests*. SERVE.
- Edmunds, J. (2005). *Learning from failure: a discussion guide on high school reform*. Greensboro, NC: SERVE Center at the University of North Carolina at Greensboro
- Edmunds, J., McColskey, W. & Lewis, K. (2005). *Defining rigor*. Greensboro, NC: SERVE Center at the University of North Carolina at Greensboro.
- Edmunds, J. (2004). Exploring the challenges of high school. *The Vision*, 3 (2), 4-6.
- Mayhan, B., & Edmunds, J. (2004). Creating small learning communities: One way to jumpstart high school reform. *The Vision*, 3 (2), 27-29.
- Edmunds, J., & Matzen, N. (2003). *When, what, and how: The relationship of evaluation, program design, and student outcomes*. South-East Initiative Regional Technology in Education Consortium.
- Edmunds, J. (2003). The value of using student outcomes in evaluations: Alternative definitions of success in a technology oriented class. *Principal Leadership*, 3 (8), 19-23.

National and State Presentations

- Edmunds, J.A., Willse, J., Unlu, F., Glennie, E., Bernstein, L. (2014). *Increasing high school students' engagement: the impact of a high school reform model focused on college readiness*. Paper presented at the Fall Meeting of the Society of Research on Educational Effectiveness.
- Edmunds, J.A., Unlu, F., Glennie, E., Bernstein, L., & Fesler, L. (2014). *The impact of the Early College High School Model on the transition to post-secondary education*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Unlu, F., Edmunds, J.A., Fesler, L., Glennie, E. (2014). *A preliminary assessment of the cost and benefit of North Carolina's Early College Model and its impact on postsecondary enrollment and earned college credit*. Paper presented at the Annual Meeting of the Association for Education Finance and Policy, San Antonio, Texas.
- Bernstein, L., Edmunds, J. & Fesler, L. (2014). *Closing the performance gap: The impact of the Early College High School Model on underprepared students*. Paper presented at the Spring Meeting of the Society for Research on Educational Effectiveness, Washington DC.
- Edmunds, J.A. (2014). *Replicating impacts for Early College High Schools: Comparing the designs and results for three studies*. Symposium organizer and presenter at the Spring Meeting of the Society of Research on Educational Effectiveness, Washington, DC.
- Bernstein, L., Edmunds, J. & Unlu, F. (2014). *Catching up underprepared students in Early College High Schools: Reducing the performance gap*. Paper presented at Annual Meeting of the American Educational Research Association, Philadelphia, PA.

- Edmunds, J.A., Unlu, F., Glennie, E., Smith, A., Fesler, L. & Bernstein, L. (2013). *The impact of Early College High Schools on college readiness and college enrollment*. Paper presented at the Annual Meeting of the Association for Public Policy Analysis and Management, Washington, DC.
- Edmunds, J.A., Unlu, F., Glennie, E., Smith, A. & Bernstein, L. (2013). *The impact of the Early College High School model on post-secondary enrollment*. Paper presented at the Annual Meeting of the Society of Research on Educational Effectiveness, Washington, DC.
- Edmunds, J.A., Bernstein, L., Unlu, F., Glennie, E. & Smith, A. (2013). *Graduating on-time: The impact of an innovative high school reform model on high school graduation rates*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Edmunds, J.A., Unlu, F., Smith, A., Glennie, E. & Bernstein, L. (2013). *The impact of Early College High Schools on low-income students*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Unlu F., Smith, A., Fesler, L., Edmunds, J., and Bernstein, L. (May 2013). *Structural equation modeling and principal stratification for mediation analyses in RCTs: Application to North Carolina's Early College High School Study*. Paper presented at the 16th Annual Welfare Research and Evaluation Conference, Washington, DC.
- Arshavsky, N., Edmunds, J.A., Corn, J., Argueta, R., Faber, M., Kelley, B., Parker, B. (2013). *North Carolina STEM schools: State vision and implementation under the Race to the Top Initiative*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Edmunds, J. A., Willse, J., Arshavsky, N., Dallas, A. (2012). *Impact of a high school reform model on facilitators and indicators of student engagement*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, British Columbia.
- Edmunds, J. A., Bernstein, L., Unlu, F., Glennie, E., Arshavsky, N., Smith, A. (2012). *Making a difference: the impact of the Early College High School Model on 10th and 11th grade students*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, British Columbia.
- Arshavsky, N., Edmunds, J.A., Bernstein, L., Unlu, F., Glennie, E., Smith, A. (2012). *The impact of early college high schools on mathematics teaching and learning*. Paper presented at the National Council of Teachers of Mathematics Research Pre-session, Philadelphia, PA.
- Edmunds, J.A., Bernstein, L., Unlu, F., Glennie, E., Smith, A., Arshavsky, N. (2012). *Keeping students in school: Impact of the early college high school model on students' enrollment in school*. Paper presented at the Annual Meeting of the Society for the Research on Educational Effectiveness, Washington, DC.
- Edmunds, J. A., Bernstein, L., Unlu, F., Glennie, E., Arshavsky, N., Smith, A. (2011). *Keeping students in school: Impact of a high school reform model on students' enrollment and progression in school*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Arshavsky, N., Edmunds, J.A., Miller, L., Corritore, M. (2011). *Success in the college prep mathematics pipeline: Impact of policies and practices employed by three high school reform models*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Edmunds, J. A. (2011). *Keeping kids in school: the impact of a high school reform*. Presentation at the National Dropout Prevention Network Conference, Chicago, IL.
- Edmunds, J. A., Bernstein, L., Unlu, F., Glennie, E., Smith, A., Arshavsky, N. (2011). *The impact of the Early College High School Model on core 9th and 10th grade outcomes*. Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC.

- Edmunds, J. A., Arshavsky, N., Bernstein, L., Glennie, E., Willse, J.; Dallas, A. (2010). *Study of the efficacy of North Carolina's Early College High School model*. Poster presented at the Institute of Education Sciences Research Conference, Washington, DC.
- Edmunds, J. A. (2010). *Early College High Schools: Strategies for reform and impact*. Roundtable session (session organizer and presenter) at the American Educational Research Association Annual Meeting, Denver, CO.
- Yamaguchi, R., Glennie, E., Unlu, F., Edmunds, J. & Bernstein, L. (2010). *Taking Algebra I in 9th grade: Findings from North Carolina's Early College High School Study*. Paper presented at the Association for Public Policy Analysis and Management, Boston, MA.
- Unlu, F., Yamaguchi, R., Bernstein, L., & Edmunds, J. (2010). *Estimating impact on program-related sub-groups in North Carolina's Early College High School Study*. Paper presented at the Association for Public Policy Analysis and Management, Boston, MA.
- Bernstein, L., Yamaguchi, R., Unlu, F., Edmunds, J.A., Glennie, E., Willse, J., Arshavsky, N. & Dallas, A. (2010). *Early findings from the implementation and impact study of Early College High School*. Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Unlu, F., Bernstein, L. & Edmunds, J. A. (2010). *Estimating impacts on program-related subgroups using propensity score matching: evidence from the Early College High School Study*. Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Edmunds, J. A., Arshavsky, N., Bernstein, L., Unlu, F., Glennie, E., Willse, J. & Dallas, A. (2009). *The study of the efficacy of North Carolina's Learn and Earn Early College High School Model—summary of early results*. Poster presented at the Institute of Education Sciences Research Conference, Washington, DC.
- Edmunds, J. A. (various dates in 2007-2009). *Defining rigor*. Presentations conducted for the North Carolina Department of Public Instruction and the North Carolina New Schools Project.
- Glennie, E., Edmunds, J. A., Bernstein, L., Willse, J., Scales, W.D., & Purtell, K. (2008). *Early results from the Study of the Efficacy of the Learn and Earn Early College High School Model*. Poster presented at the Institute of Education Sciences Research Conference, Washington, DC.
- Edmunds, J.A. (2008). *Early results and methodological issues from an experimental study of Early College High School*. Symposium (session organizer and presenter) at the American Educational Research Association Annual Meeting, New York, New York.
- Edmunds, J. A. (2008). *Examining levers for change: Southeastern state initiatives to improve high schools*. Paper presented at the American Educational Research Association Annual Meeting, New York, New York.
- Edmunds, J.A., Glennie, B. & Bernstein, L. (2007). *Study of the efficacy of the North Carolina's Learn and Earn Early College High School Model*. Poster presented at the Institute of Education Sciences Research Conference, Washington, DC.
- Edmunds, J. A. & Coltrane, G. (2007). *Implementing rigorous research designs in real schools: An overview of the Study of the Efficacy of North Carolina's Learn and Earn Early College High School Model*. Paper presented at the American Educational Research Association National Conference, Chicago, Illinois.
- Edmunds, J. A. (2004). *Effective teachers' use of technology with their low-performing students*. Paper presented at American Educational Research Association National Conference, San Diego, California.
- Matzen, N. and Edmunds, J.A. (2004). *Technology as a catalyst for change: the role of professional development*. Paper presented at American Educational Research Association National Conference, San Diego, California.

- Edmunds, J. A. (2002). *The validity and value of using student outcomes in evaluations: Alternative definitions of student success in a technology-oriented class*. Paper presented at American Educational Research Association National Conference, New Orleans, Louisiana.
- Edmunds, J. A. (2002). *Expanding the technology workforce pipeline: Using summer camps to increase the interest of female and minority students*. Paper presented at North Carolina Association for Research in Education Annual Conference, Chapel Hill, North Carolina.
- Matzen, N. and Edmunds, J. A. (2002). *Empowering teachers through technology: An evaluation of the ENTech BEST model*. Paper presented at North Carolina Association for Research in Education Annual Conference, Chapel Hill, North Carolina
- Edmunds, J. A. (2001). *Models of elementary science instruction: Roles of science resource teachers*. Paper presented at American Educational Research Association National Conference, Seattle, Washington.
- Edmunds, J. A. and Tugurian, L. (2000). *Inquiry through the eyes of third graders (and their teachers)*. Presentation at National Science Teachers Association National Conference, Orlando, Florida
- Curle, S., Edmunds, J.A. and Tanner, A. (1999). *Planning multicultural lessons*. Workshop in Wichita Falls Independent School District, Wichita Falls, Texas
- Jones, G. and Edmunds, J. A. (1999). *GLOBE in the classroom*. Presentation at National Marine Educators Association National Conference, Charleston, South Carolina,
- Edmunds, J. A. (1998). *Sounds alive: An integrated unit on sound*. Presentation at National Core Knowledge Conference, Atlanta, GA
- Edmunds, J. A. and Tugurian, L. (1998). *Assessing science experiments*. Presentation at Understanding Plant Science Project Workshop, Chapel Hill, North Carolina